

The Filipino Teacher

VOL. I

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EDITORIAL

1907 has gone never to come again. Nothing is left behind but the memory, the accounts and the events that happened during its stay. Now that it has passed away, little will it matter then to us. Let us forget it then: "Let the dead Past bury its dead."

Now, 1908 is here, fresh, and young and vigorous, full of hope and promise. And dear friends, dear brethren, dear teachers, shall we (and can we) disappoint it? Shall we crown it with sorrow?

O that will never be; we can not do it; we can not be so heartless, relentless, feelingless! For we have a heart that breathes love for our mother country, and countrymen; a heart that breathes love for the good of the world; we have a heart and a soul—a living soul, a noble soul which longs for freedom and worships the Goddess of Liberty. In a word we have a heart and a soul.

Therefore 1908, welcome! Be of good cheer; bright times await thee. The teachers scattered yesterday like the countless stars which are scattered everywhere under the great blue field of nature; but now, to-day under your eyes, the teachers gather a new strength and energy and now like the raindrops gather one by one to form a till, a brook, a river an ocean!

1907, farewell; you have gone forever but your memory shall eternally dwell in the chambers of our hearts.

1908, welcome once more! Kindle our veins with the flame of enthusiasm and charge every atom of our being with the heat of energy, so that the sun from its throne in the heavens may behold us, not as scattered stones, but as water-drops united into one compact mass.

* * *

Another committee is now created: the provincial committee of Bulakan. Its inauguration is a grand success which foretells that a bright future awaits the Association. Why is it a success? Because all teachers, without exception, have put their shoulders to the wheel. Because their superintendent is a great inspirer, for, as a true American, he feels it is his duty to help the Filipinos to be united; and, as a true teacher, to help the Philippine Teachers' Association to realize its noble aims and desires.

Fellow teachers, this is the second committee which has answered to our call, and, which is so successfully inaugurated. The Philippine Teachers' Association is now greatly strengthened, and its power to carry out its purposes is vastly multiplied.

Our brethren of Bulakan, you have set a worthy example—an example which deserves great honor.

Who will be next to Bulakan?

DISADVANTAGES OF LARGE CLASSES IN SCHOOL.

In organizing the different classes of a school, two problems present themselves before the supervisor,—namely the selection of teachers and of the size of the classes. In many cases, owing to the conditions which surround the school, large classes have been formed. However, one has but to consider the principles of school administration to conclude that too much can not be said in regard to the disadvantages of having large classes.

The only excuse that a government has for maintaining free public schools is the education of the masses. Pupils then, go to school to receive education. Education as we all know has three phases: moral intellectual and physical. It is therefore evident that while the pupils are in the school-room, the teacher is responsible not only for their moral and intellectual conditions but for their physical condition as well.

Now then, higiener teaches us that specially if a house is not well ventilated, as are many of the school-houses rented by the government, its occupants if too many in number, will render the air therein unfit for breathing. We all know the consequences of taking bad air into our lungs and from this we can infer that even from the view point of health, large classes are disadvantageous.

Experience teaches us that in a large class there is a tendency to noise and inattention on the part of the pupils. This is easily explained if we bear in mind that children are children, and that the fact that they are many together in one room is of itself a strong temptation to talk to each other, thinking that the teacher can not see all at once what is taking place in every corner of the room. Inattention soon follows and the teacher finds it a hopeless task of unfolding before his pupils the knowledge they most needed and for which they are sent to school, for unless the pupils give the teacher their undivided attention, however earnest and systematic he may be, his efforts will be of no avail and the pupils instead of learning only waste their time.

I do not mean to say that when a class is noisy and inattentive the teacher has nothing to answer for, in other words, I do not want to be understood that I am shifting the responsibility of the noise and inattention to the pupils. No, indeed no. But I do mean to say that a teacher's power of control, like everything, has its limits, and when, having too many pupils to look after, he fails to keep each and every one of them quiet and inattentive, thereby rendering his work unsatisfactory, I do not think it just to claim that his failure is due to his inability to teach.

Parents suffer sacrifices in order to send their

children to school. Although they feel no little uneasiness to see their children separated from them during the long school-hours, they nevertheless send them to school in the hope that they shall not grow up like a fruitless tree on a barren soil. What must the teacher offer to the pupils to recompense their parents' sacrifices? What better recompense can he offer them but his best and most willing service! He must give each pupil as much of his attention as possible and help him in every way so that when the boy goes home his parents will have no reason to complain that while they are enduring privations at home their boy is sitting in one corner of the school-room neglected by the teacher. Now I ask, is it possible in a large class for a pupil to receive as much of the teacher's attention as he would if he is in a small class? The answer must forcibly be "no". In large classes therefore a pupil receives less attention as than in small classes. When pupils go to school day after day but receive little attention, sooner or later we will find them leaving our school one after another. To the school itself, this is a backward step for instead of promoting former pupils we find ourselves constantly losing them.

To sum up, large classes are disadvantageous in that first, they are dangerous to the health of the pupils, seconds, that they create a tendency to noise and inattention on the part of the pupils thereby making them lose their precious time; third, that the teacher finds too many to look after, and last but not the least, each pupil receives less attention than in a small class.

The size of the classes of a school must therefore command the attention of both supervisor and principal. Large classes reduce the number of teachers but the result falls far below our expectation. Small classes increase the teaching force of the school but they result in better work and that is what we are aiming at,—to have the best possible school.

VICENTE DIAZ.
San Nicolas Primary School.

Juan Villanueva

DENTISTA

CALLE LEMERY N.o 415, TONDO

Bajada del Puente de Jolo.

ANTI-CHILD SLAVERY LEAGUE

Fellow-teachers:

I know you will be interested in knowing a subject of which you have dreamed very little; but I have the hesitancy of treating any subject fearing that I might make a bad mistake. However, I will tell you about the ANTI-CHILD SLAVERY LEAGUE, of which I have been a member for more than one year. In knowing the purpose of this League, we may be able to break the band that binds the limbs of our little countrymen and take them out of the dark dawn of their early life history.

At first let me repeat to you the creed of the ANTI CHILD SLAVERY LEAGUE. The Creed Committee believes in the right of every child to health and education, the child labor interferes with that right; the child labor is in itself cruel and wasteful; that it is a mentally, morally, and physically injurious to the child and it is distinct menace to the nation.

Let us think for a moment and consider the creed of this League. Its magnitude is so great that I feel it is our duty here in the Philippines to apply it to our people. In so doing we will uplift the poor children oppressed and crushed down by their parents. During their childhood they must be sent to school to receive schooling. Such children must continue to study until they are sixteen years old and until they can read fluently and write legibly simple sentences in English or Spanish language.

I believe you remember and see many instances in your districts that there are many able-bodied parents who are content to live in idleness upon the labor of their little children as servants. This is a kind of slavery which must be stamped out. This case is true to a great extent. There are men who take the earnings of their little ones—gotten, it may be at the cost of an early death or life of ignorance and misery—spend them for luxury, drink cock-fight or self-indulgence.

Last year I succeeded in getting some children to school. They were indeed in wretched conditions. Four of them were looking after some carabaos and horses out of the sunshine every day. Three of them were fishing out every day for the support of strong vigorous parents laying in idleness at their homes. I went to see their parents and explained to them the importance of having their children sent to school while they are young. I told them that it is not enough that one class of Filipinos shall be educated but it is necessary that all children shall be developed in mind and soul till the true meaning of

liberty shall become a part of the life of the whole people. Therefore their parents realized the importance of the health and education of their little ones. Consequently they sent them to school and they have gone in the struggle for the almighty dollar to support their families.

If these needy parents who depend upon the labor of their little children, can remedy their immediate necessities and not employ them in any work that interferes with their studies; their children will be more helpful to them after the pursuit of their careers; because their earning capacity has already been developed. Their ability to read and write any foreign language [or their own dialect] intelligently will lead them to adopt better means of living.

You will be interested to know that Roosevelt, President of the United States is now a member of the ANTI CHILD SLAVERY LEAGUE and many prominent Americans are members. They carry forward to the best of their ability the aim of the League—the arousing of public sentiment in the cause of the children.

Some of the States in America have child labor law. Let us hope that the Insular Government will enact a law in the matter of child protection, that is to prohibit the employment of any child under sixteen years old at any time when the public schools are in session.

It the last meeting of the Zambales Teachers' Association, the President said emphatically that the Teachers' Association shall do all in its sphere to promote the interest and education of the community. The spirit of the Association is the great force in the social uplift of a people and the mighty power that shall move the Filipinos to do what the civilized people have accomplished.

Fellow-Teachers, you know now the purpose and the aim of the ANTI CHILD SLAVERY LEAGUE and you can realize its importance. Let us put our shoulder to the wheel and work steadily for the welfare of the Filipino children. Let us try to get the information in our communities which involves all matters connected with child labor, we all must help them to reach the height of enlightened life. In helping the poor children in this way, we shall be the key that would open to our people the door of liberty and success, and he who helps a child helps humanity.

BERNARDO ELAYDA,

Normal Institute, Iba, Zambales, P. L.
July 5th., 1907.

OBEDIENCE IS THE PUREST SOURCE OF STRENGTH

Almost every person looks up to the word obedience as the name of an enemy, because perchance very few people understand it and particularly of its importance and usefulness to any sort of organization. It is observed that it is detested at present by many people and especially repugnant to the ears of the youth. In fact it seems that no person wishes to obey neither in the family, in the school, in the society nor in the army. Why? What makes us appear rebellious to obedience? Do we confound obedience with slavery? No. Do we degrade ourselves if we do obey? No. Why do not the members of any society conform to the word obedience knowing that it is one of the most immutable laws which serves not only for the advancement of the association where they belong but also for the development of human life? It may be that a certain indocility or caprice makes us appear rebellious to obedience. Ah! Let us conquer it courageously. Let us then meditate for a moment; we understand that in every thing there is an eternal law that should be discovered and to which it is necessary to conform. Why should we not be within the sphere of that law? There are laws for the development of human life, law which presides the gravitation of the planets, and the law of nature which controls the natural courses of all things. In reality of truth, outside of any one of these laws there is only anomalies, accidents and destruction. It is comprehensible that he who does not conform to it is often exposed to fall into the deepest and dangerous precipice of the darkest error. Therefore we may deduce that obedience is the purest source of strength, the base of union and of order. It is one of the most indispensable conditions of the righteous life and of liberty.

We can also say that obedience is the proclamation, by the individual, of the great fact of union. To repudiate obedience, is to break off the chains which

divide the mankind and proclaiming the individual superior to the organization. That powerful virtue of obedience unites the members of a society as the mortar or cement unites the stones of a wall and makes of it a substantial and compact mass. By experience is clearly demonstrated that the highest manifestation of life has always consisted in an association governed by rules and principles and founded on voluntary obedience. So I hope that there will be some days on which through reason and conscience, people should consent to be as a spoke [ray] in the wheel and follow orders. I do not mean to reduce man to the condition of a machine, but to practice union through conviction and not blindfolded.

I shall try to explain to our readers the nature of obedience we recommend. We recommend obedience through conviction; because blind obedience consigns your intelligence and conscience to the control of another thus becoming a merely passive instrument or apparatus. Blind obedience is pernicious, because it destroys character, deforms conscience and also makes the man incapable of guiding himself. Such obedience is the mother of slavery, but obedience through conviction is liberty because liberty consists in bending his will to the law which is at the foundation of all things.

We call therefore the attention of our readers especially of those who are members of some society that we must practice obedience for it is the only means to escape from slavery and to progress any society as well as to advance human life to its lofty culture. Before closing this item I should repeat and request you to be obedient through conviction because those who are blindly obedient are mere bars which serve as great embarrassments that hinder the unity and the perfection of man.

GAT ARAW

Philippine Teachers' Association

ANOTHER PROVINCIAL COMMITTEE.

The Filipino Teachers of Bulakan have organized their directory on the 24th of November, 1907. The following members were elected: President, Mr. Escostico Gatmaitan [unanimously]; Vice-President, Mr. Germovacio Araña; Secretary, Mr. Benito Sunga [unanimously]; Mr. Meliton Cruz [unanimously]. Representatives in different towns: Mr. Raymund Visco (Angat),

Mrs. P. Guevarra [Baliwag], Mr. Ciriaco de León [Sta. Maria], Mr. Juan Pilares [Maycawayan], Mr. Justo Ramos [Polo] Mr. Gregorio Ramirez [Hagonoy], Mr. Gaspar Avir [Bulakan] Mr. Antonio Ligon [Calumpit], Mr. Florentino Gabriel [San Miguel], Mr. Romualdo Kaigal [Quingua]. For the Honorary President, Mr. H. A. Bordner, the Division Superintendent of the province.

The inauguration took place on the 11th of this month at the Malolos High School. The august hall of the building was full of selected people: Government officials, American and Filipino teachers, the Superintendent of the province, the principal of the High School. Mr. Pettit, the Dean of the Ladies, Dormitory of the Philippine Normal School, Miss Mary E. Coleman, numerous teachers, high school girls, and boys and many invited guests. As one's eyes wandered around the beautifully decorated hall, there was a thing beautiful to behold: the spacious hall seem like a garden decorated with breathing flowers.

Bulakan has the right to claim that she is one of the "garden of the Philippines." And it is Nature's law that where there are flowers there flock the butterflies.

At half past eight P. M. the program was begun. The following was the program.

1. Symphony--Orchestra
2. Address---Mr. Escolástico Gatmaitan
3. Speech ---Mr. Benito Sunga
4. Speech ---Miss Petra Baltazar
5. Music ---Orchestra
6. Address---Mr. H. A. Bordner
7. Music ---Orchestra

Before the program was closed the secretary of the Association of the central board, in the name of the teachers in Manila, delivered the message. He spoke of the present condition of the Association, of the cordial congratulations the memorial, and gave of their brethren in Manila.

After the address the people gave themselves to the sways of Music until one o'clock A. M. In the meantime those who rests from over-dancing or otherwise were invited into the sunch room where they were served with refreshments which were exhaustless. This ball was given in honor of Mr. H. A. Bordner, the Honorary President of the Philippine Teachers' Association of Bulakan. Enthusiasm was the ruler over all the hearts. All the teachers were enthusiastic; their zeal was at the highest pitch and every face seemed to radiate rays of joy. Nor was Mr. Bordner less enthusiastic than any other soul for he showed an earnest order both in dancing and in his deep interest in the Association. Teachers of Bulakan ought to be proud indeed of a superintendent like theirs and they ought to be congratulated too for this noble effort and their grand success in bringing out into realization the incarnation of their Ideal.

One very interesting thing to note was the perfect harmony which prevailed between superintendent, supervisors and teachers. There you would seek in vain for a discontented teacher; there favoritism was a stranger; there the teacher's right was never viole-

ted; it was the strictest of Mr. Bordner to all his' supervisors and principals not to correct the teachers before their classes; there, in the province of Bulakan, no supervisor had the moral courage enough to shout, to his or her teacher, "I'll break your neck" as if the neck to be broken was only that of a chicken. In the province of Bulakan, the superintendent, the supervisors and the principals do not act like little kings or despots: they are the true democratic leaders who are the right people able to lead their followers towards the path to Succes; in short, there every body is in the same plane, and the same tone as every body else. As I meditated upon these there came to my fancy the question, "How many Mr. Bordners are there in the Philippines?" The sun alone can reveal this. Blessings on you teachers of Bulakan.—OBSERVER.

Manila:—

The committee on Badge submitted their report and recommended execucion of the same. The symbol of the badge will consist of an open book behind which is a light torch towering the book; a wreath of laurel embraces the book. The initials, P. T. A. will be placed in the following way, P. on left page of the book, A on the right page and T. in the middle part of the book between P. and A.

This symbol will be photo-litographed on white porcelain pins the size shape of which will be as large as the new silver ten-centavo piece.

—The Association took part in the great Rizal's parade, Misses Luz Aycardo, Mercedes B. Lucena, Pura Escudia and with the banner rode on a carriage, to represent the Association.

—In the meeting of the Board of Directors Dec. 24th. 1907, it was resolved that the following members should look out for the corresponding committees appointed for them:

Mr. Gregorio Villa, on committee on Decoration

„ L. R. Gonzales,	„ „ „	„ Library
„ A. Francisco	„ „ „	Entertainment
„ C. Ligot	„ committee	Badge and Boosters
„ A. Almoalla	„ committee	Memorial
„ J. Faustino	„ „ „	Reliefs
„ J. Topacio	„ „ „	Lecture.

—The following teachers were admitted as members beginning this month: Mrs. Praxedes Sanchez, Miss Vicenta Mata, Messers Severino Bijasa, Vicente Gonzales, Emilio Romero, Doroteo de Leon, Miss Adela Silva, Mr. Lazaro Pormarejo.

—The members of the Committee an Relief for Mr. Ilaya, reported that they have now collected about ₱25 and expect to collect more at the end of this month.



AMONG THE SCHOOLS

NEW SCHOOLS.

Secretary of Public Instruction, W. Morgan Shuster, in his recent trip south, made several allotments of money for school purposes, and in each case, the provincial authorities have promised to raise the same amount allotted by the insular government.

₱12,500 were allotted for a girl's dormitory in Iloilo which is considered a necessity in that district owing to the great distance of the school from the homes of the pupils. In Legaspi- an industrial school will be built on the school reservation there. ₱10,000 have been allotted and the province to raise the same amount first before they can receive the allotment.

The sum of ₱20,000 has been allotted for the construction of a high school at Nueva Caceres. A trade school will also be established in the same province for the construction of which ₱8,000 have already been raised by the people. Marinduque has asked for an allotment of ₱10,000 for the erection of an additional story on the intermediate school at Boac in order to accommodate the increasing numbers of pupils there. This matter has been taken under consideration.

At Batangas they are about to start the construction of a trade school which will cost ₱14,500, ₱10,000 of which is already on hand and the province has offered to advance, upon approval of the secretary of Public Instruction, from payment which they must make in the future from the special school fund of the province, to make up the sum of ₱14,500 for the construction of the industrial school.

The Secretary of Public Instruction is indeed very active and takes great interest in the advancement of education in the islands.

While he was visiting the different provinces, he saw the great and earnest interest of the Filipinos to progress. In speaking of this he said, "It is wonderful how even the poorer classes are willing to contribute their share towards the construction of public school houses, and the spirit shown throughout all the provinces, by the Filipino people towards educational work, would reflect greatest credit upon any people anywhere in the world."

INDUSTRIAL EXHIBITION.

There will be built temporarily a building on camp Wallace, where all the Industrial work of the Public

School of the Islands will be exhibited to the public during the Carnival Days. Probably some of the things will be sold just after the exhibition. Another chance for the public to see the doings of their school.

COMMISSIONER SHUSTER'S LEAVE.

Commissioner Shuster is to rest from his work for about six months beginning the 6th of next February. We hope that when he comes back he will be again fit of health, energy and vigor.

THE PUPILS OF THE MEISIC PRIMARY SCHOOL GAVE A CHRISTMAS CANTATA AT RIZAL THEATER.

The Rizal Theater was crowded from boxes to galleries on the night of last December twentieth to hear the Christmas Cantata given by the pupils of the fourth school district of Manila. The entertainment pleased a large audience. It lasted an hour and a half and there was not a dull number in the Program.

The school could secure about three hundred pesos as a net profit. Now the industrial work will go forward with a boom in the district. The entertainment was a grand success and teachers and pupils deserve praise for their brightly shown work.

NEW CAVITE HIGH SCHOOL

Governor Osorio of Cavite has visited the Governor General and invited him to be present in the inauguration of the high school in Cavite to take place January 10. The Governor General has promised to attend.

LIBRARY IN EVERY SCHOOL.

Superintendent Turner of Pampanga urges his teachers to establish libraries in their respective schools. He has issued circular to his teachers recommending the foundation of a library in every school as soon as possible for benefiting the children.

(Continued on page 16)

ASTRERIA Y CAMISERIA

DE

VENANCIO ABELLA

Se reciben toda clase de trabajos concernientes al ramo.

Sta. Cruz No. 225, Dulumbayan.

MANILA,

CONTRIBUTIONS

THE NAMES OF OUR HEROES.

Lives of great men all remind us

We can make our lives sublime.

And, departing, leave behind us

Footprints on the sands of time.

—Longfellow.

What a pity it is that so innumerable are they who febl and who still are falling from the ranks of the faithful! They are become like unto the goats on the left hand, while those who remain true and loyal to all are the sheep on the right. Yet passing the character of such men through the prism of my intellect, like a scientist passes a streak of light through a prism of cristal to detect its various colors, there is but one name that presents before my eyes, namely,—a traitor. He, I repeat, who loves not the patriots and martyrs of his country is but a traitor—traitor to his native land, traitor to his countrymen, and traitor to himself. In every respect he should be shunned like a venomous viper. For he is a demon among angels, a fox among sheep, and a deadly snake among fowls. He should be bound with the strongest chains of steel and thrust into the darkest dungeons of shame. Perhaps it was but a forgetting. Still it does not make him less than a traitor. In his eyes shines but treachery; mark his words and they breathe but treachery; detect his actions and they are full to the neck with but treachery. Look at him any where and any way he is but a notorious traitor. Let him be driven from our presence with the foul words, "There goes a traitor."

Woe unto him who learns not to love the names of those who died and sacrificed their lives for his country, for his fellowmen and for himself, who now turns his face backward, forgetting the sacred blood of the martyrs! He is become like sounding brass and tinkling cymbal in the eyes of the faithful. Quiet as he is, he is but a fearful serpent in this "forfeited Garden of Eden", abominated and tormented by his kind. Ingenuity reigns over his heart and gratitude cries with a lamentable and quivering voice because of such ungrateful deed of her once faithful friend.

However, men who have been staunch and steadfast in the hope of gaining that long sought-for Liberty and thus to give that sweet object as a boon to their countrymen shall receive a hundredfold. They shall

receive the lands of the nations and the blessings from God. They who have been loyal to their native land and to his family shall be praised and adored by mankind till the Judgement Day when all things, great or small, will be revealed unto men. And the shouts of the nations shall resound from the four corners of the earth filling all and every nook of this world with the echoes of praise and glory, like the triumphant entry of the Master into Jerusalem.

So far is but a heap of words. Yet place them in the tongue and eloquence of the great orators of antiquity, as well as in modern days and they will teach men's hearts to weep, to cry and to wail over those who had so faithfully laid down their lives for the freeing of these once so fertile lands abounding with all things that heart can desire, from the clutches of three-hundred-year slavery to more than one nation.

Our mother country ceases not even a moment to shed her tears and wailing over her disloyal sons. And these sons feeling the immense pleasure of luxury heed not her urgent call, her voice of love and her bribes of gold. Let these sons then be trampled under foot by the faithful let them die beneath the heat of the burning sun; let them die of starvation. O mother let thy disloyal sons perish under the scourge of thy immeasurable power and then, mother, thy sorrows shall be over!

Let them be tortured by the Inquisition! Let them die such inglorious deaths. Fortune had not been held by men as a fitting reward for criminals. Yet if innocent men had been deprived of their lives by such inglorious torture, how much more fitting would it be to exercise this so-called cruel punishment on those found disloyal? Thus on this occasion, and on this occasion only, there is no other punishment on earth, which the minds of men could frame, more fitting to such men than torture.

And, Sir, having done so to those abominable creatures of this world and no trace of theirs whatsoever being left in the minds of men, Liberty, seeking a firm foothold in our country shall flourish in the midst of a crowd of loyal hearts. Then shall all men be made equal—no difference of rank, no difference whatever between men and the truthful maxim that all men are created equal will then be exactly observed by all. Then

shall the wish of our heroes be fulfilled and high there in heaven above shall we hear the faint echoes of their voice singing a song of triumph and victory.

The fathers and mothers of this would be made independent islands have a sacred duty laid upon them, namely.—that the first lesson they are to teach unto their issue are the brilliant names of our heroes; connected with these are their memorable service to their beloved fatherland.

Such are the names of Mabini, Bonifacio, Evangelista, Luna, and a thousand others who looked not for their own comfort but for the welfare of the Filipinos as a nation. On the day of their ever-lasting departure they seemed to foresee that terrific but glorious death that clouded the horizon of their lives, when after a long sojourn in this world, living a life of sacrifice and self-denial, they would depart from the midst of their beloved and loving countrymen. They foresaw that; with it they foresaw the limitless joys of Paradise and seemed to hear the angelic voices of the inmates of Heaven. A heart of steel he has, who sheds not even a drop of tear as a final token of love to those innocent martyrs! The hardest heart will melt at the thought and remembrance of these Martyrs of Liberty.

And now in the center of these sacred names, there arose, as a beautiful flower rises from the center of a century plant, an immortal patriot and brother, Rizal. Truly he was Rizal-Rizal of the Philippines, Rizal of the Orient and Rizal of whole world.

While Jesus was the last prophet and sacrifice to God, Rizal was the last martyr and sacrifice to Liberty. Christ died for the whole world, Rizal died for a nation. All the hope of the Philippines was lost amidst her disloyal sons, it was only regained through the blood of a single Rizal shed on the fields of Bagumbayan, and now, sir, while in a religious point of view you have Christ as the only pattern of a holy life you also have a Rizal to pattern your other life after. From the first moment I opened mine eyes and knew the world I have loved the numerous names of our numerous heroes who had long defended the Stars and Bars of our country.

Nay sir, if this love of our fellowmen be then revealed into the souls of these men, who now abide in the ample palaces of heaven, they, who still love us and the country for which they had bravely fought, would show to us their faces with a world of ecstasy and shall they pray for the final redemption of the land in whose bosom they were born and bred.

If, sir we are to pass ourselves for a moment into the realms of fancy we can say that the new enthusiasm and fervor now growing in the hearts of the Filipinos is extremely prophetic. For we can rely on the fact that in the long and ceaseless roll of years we shall find at last our beloved Philippines in the very pinnacle of power and dignity and grandeur.

Yet I am not only persuaded but thoroughly convinced that if the names of our patriots be forgotten,

this desire of our hearts would only result in an impossibility. Therefore let us proclaim, proclaim until our voices reach the silver walls of the skies and be heard by the immortals in Heaven, that the only way to prosperity is through the love to those sacred names of our sacred martyrs of Liberty.

And, Sir, this being carried on faithfully and unceasingly and also assisted by other means by the Filipinos, the Philippines will truly be the Pearl of the Orient and mistress of the Sea.

—FAUSTO G. MABANTA

Dec. 31, 1907.

"STRIVE TO FIND THYSELF FARTHER THAN TO-DAY."

[To the children's parents.]

"Time is gold."

This is the most common expression heard among the people from both old and young.

I think the public perhaps do not realize, in thinking that the above expression is but a sentence merely meaning improve the time by doing something worthy or else, work in the living present while the world slides on, so that we may not be left behind the curtain of the dark epoch; and that they are committing a great error.

During the last three or four years the distinctive features of the Philippines have wholly changed, and a new, much livelier movement of the Philippine society has begun, and if this movement should continue I am pretty sure that prosperity will soon dawn, and then we will reach the desired goal. At present, nevertheless, the grandeur of the statement above-mentioned is yet overshadowed by an obstacle.

Many do not yet comprehend the value of the words. Now let us take this matter up in order to clearly understand it. This is the Industrial work. The industrial work of the public schools, in many respects is considered less important than any other subjects in the curriculum, and yet many trust that the local prosperity lies chiefly in encouraging the industrial developments of the Philippine products.

I observed as well that, despite the generosity of the Superintendent of schools to give an extra industrial work in the afternoon few consider it of value. If "time is gold" why do they not act at this "living present" to improve the hours? Why do they not compel their children to attend school and learn industrial work?

This problem is of vital importance and needs to be impressed upon the children's minds, that labor is not undignified and improper thing, even for those who are not absolutely compelled to perform manual labor in order to make their living.

Many of the parents neglect to urge their children to go to school, while the very few, oblige their children to attend the private school, and be taught manual labor.

COMMUNICATIONS

Intramuros Primary.

From Grade IV A.

It is a fact that the condition of a country depends so much upon the education of its people.

A few years ago we have very few schools but now we have them even in the unknown, corners of the Islands. It is a surprise to every one what are taught in our school to-day. Even they have clubs which will give experience and will make the young souls accustomed in the hard work of life. These clubs will undoubtedly, give mighty help to the young students to be, not as timid bashful creatures as before, but as persons having self-respect, self-confidence in themselves and besides these clubs will train them to depend upon themselves.

One of these useful clubs is in one of the classes of the Intramuros Primary School. The name "Union Society" is chosen by its members among lots of suggested names. Members of this club, or society as you choose to call it, are of both sexes. The girls are obliged to do the same work as are obliged to the boys.

This class (IV A) before was III A. but according to the new course of study it was called IV B and now IV A.

Its constitution is followed as closely as possible. It also gives a literary program once or twice a week and its entertainments are always attended by many invited friends. Its other purposes are to study civics and to learn English faster by the help of the discussions during the meetings and also to make its members rest upon their power and to see how much they can do and can say when there are many people to be addressed.

Its officers, who are elected by votes, except the director, are a president, a vice-president, secretary, a treasurer, a sergeant-at-arms, and the committees on program and decoration. The committee on program has to look after the program of the week and that on decoration has to see about the decorations, and cleanliness of the room and books.

The actual officers, not including the Director who is the teacher of the class, are Mr. Julian Valeriano, President; Mr. Daniel Maranan, Vice-president; Mr. Pedro Alvarez, Secretary; Miss Felisberta Felicio, Treasurer; Miss Pacita Aspiller, sergeant-at-arms; Mr. Epifanio Imperial and Miss Ambrocio Santiago, committee on program; Miss Maria Garcia and Mesera, Santiago, Alfredo Gonzales, and Marcelo de Leon, committee on Decoration. Officers hold their office a month and then another election is held. The club divided itself into sections each with a chairman and a sergeant. This has been done for the purpose of seeing which section will give the best deportment, class work, attendance and recitations. This club is just one of the others now organized in numerous schools in the city of Manila especially, and I hope that those yet to appear will surprise many a soul in the future times.

C. Brix

even they could hardly afford to pay the monthly tuition. These are the parents who know the meaning of the sentence; and the rest? Why do they not then improve the time by sending the children to the public schools both in the morning and afternoon to be taught manual labor when they are free from pay?

Bear in minds dear countrymen that, in this, depends the life of our progress, and is judged whether the country shall be a means of growth and development or a source of unworthy incitement.

Then urge the children to love manual labor. Send them to school while the blessings are in hand, and do not wait for tomorrow. Impress upon them, that Japan became the most progressive and powerful country in Asia, because its people are thrifty, industrious and patient laborers. And, then give a brief idea about the value of our imports, while the articles imported can be also manufactured in the Philippines. Taking for instance the "Panama" and "palm" hats for which we spend a great deal of money, while we have also local materials which are not inferior in quality and they can be also woven into hats and exported to foreign countries. Embroideries done in the primary schools of the Islands can be also compared to these worthy embroideries from India which are done by skillful well-trained hands. But, why are Philippine articles, which are as fine in quality as any other makes, not considered as good as those of other countries? It can be properly replied that it is not due to the lack of our business talent, but simply to the fact that we do not care much to profit the present moment; we do not utilize every opportunity in setting forth efforts in finding out how to manufacture our own materials like those of other countries. Doing these, it will be a guide by which we will always find ourselves farther than yesterday in every respect. So it is my brotherly advise to those parents who having their business nerves asleep to stimulate them up and send their little ones in any of the schools where they can find the best way which will bring them better results from life.

"Time is money, there is no doubt, if every parent of our children will take interest in the development of our prosperity."

Before concluding I beg to call the attention of my dear readers who are interested in the prosperity of the Philippines, especially those who are dreaming that time is gold and yet are sound asleep in the cradle of Procrastination.

Strive to find thyself farther than to-day.

Let us, then, be up and doing,

With a heart for any fate,

Still achieving, still pursuing

Learn to labor and to wait.

S. M. I.

Meisic P. School.

D. T. & Co.

EDUCATIONAL

Pearls Of Thought

The chains of habit are generally too small to be felt until they are too strong to be broken.

—Johnson.

Oh spirit of that early day,
So pure and strong and true:
Be with us in the narrow way
Our faithful fathers knew

—Wittier.

A man is rich or poor according to what he *is* not according to what he *has*.

A sunny, cheerful heart changes a heart of glooms into a paradise of beauty.

You may succeed when others do not believe in you but never when you do not believe in yourself.

Be noble--that is more than wealth,
Do right--that's more than palace
Then in the spirit there is health,
And gladness in the face.

Wisdom will not open her doors to those who are not willing to pay the price in self sacrifice, in hard work. Her jewels are too precious to be scattered before the idle, the ambitionless.

Mean ideas besmirch the spirit like dust in a house.
Maupasant.

If the day looks kinder glooming
An' your chances kinder slim,
If the situation's puzzlin',
An' the prospect awful grim,
And perplexities keep pressin',
Till all hope is nearly gone,
Jus' bristle up, and grit your teeth,
An' keep on keepin' on.

—H. L. Bland.

NOBLENES IN WORK.

There is a perennial nobleness and even sacredness in work. Were he never so benighted, forgetful of his high calling, "there is always hope" in a man that actually and earnestly works. In idleness alone there is perpetual despair.

—Carlyle.

The Backbone of a nation's prosperity is the man who makes something grow.

—H. D. Ward.

It is not poverty that helps a man; it is the effort by which he throws off the yoke of poverty that enlarges his powers.

—D. S. Jordans.

Whatever is needed to prepare our boys and girls for their future duties must be incorporated into the school system. Nor children should not only be given that training which enable them to earn money but also that which will teach them "how to spend wisely and save prudently."

—R. B. Dudgeon.

Do not make "tug-boats" of yourselves to pull your pupils through the wave. Act as a rudder to guide them.

Every duty we omit obscures some truth we should have known.

Plow deep while sluggards sleep and you will have corn to sell and keep.

If you would have business done, go: if not send. Many a little makes a nickel.

Experience keeps a dear school, but fools will learn in no other.

Lost time is never found again.

There are no gains without pains.

A fool and his money is soon parted.

When a will is dry we know the worth of water.

Get the habit of happiness.

The tendency of persevere, to persist in spite of hindrances, discouragements and impossibilities—it is this that in all things distinguishes the strong soul from the weak.

RECOMPENSE.

Free heartedness, and graciousness, and undisturbed trust, and requited love, and the sight of the peace of others, and the ministry their pain—these and the blue sky above you, and the sweet waters and flowers of the earth beneath, and mysteries and presences, innumerable, of living things—these may yet be here your riches; untormenting and divine; serviceable, for the life that now is, or, it may be, without promise of that which is to come,

—Ruskin.

The woman that loves, adores and worships the beautiful, will in the course of time become charmingly beautiful herself.—A. K. O.

WORDS FROM THE BIBLE.

My son, attend unto my wisdom, and bow thine ear to my understanding:

That thou mayest regard discretion, and that thy lips may keep knowledge.

For the lips of a strange woman drop honey as a honeycomb, and her mouth is smoother than oil.

But her end is bitter as wormwood, sharp as a two-edged sword.

Her feet goes down to death; her steps take hold on hell.

Lest thou shouldst ponder the path of life, her ways are movable, that thou canst not know them.

Hear me now therefore, O ye children, and depart not from the words of my mouth.

To do justice and judgment is more acceptable to the Lord than sacrifice.

Better is the poor that walketh in his uprightness, than he that is perverse in his ways, though he be rich.

Boast not theyself of to-morrow; for thou knowest not what day may bring forth.

A fool's lips enter into contention, and his mouth calleth for strokes.

A fool's mouth is his destruction, and his lips are the snare of his soul.

A foolish woman is clamorous: she is simple, and knoweth nothing.

Love not sleep, lest thou come to poverty: open thine eyes, and thou shalt be satisfied with bread.

-Matahimik.

BE IN TIME

Be in time for every call,
If you can, be first of all;
Be in time.

If your teachers on finding
You are never once behind,
But are like the dial, true
They will always trust to you;

Be in time.
Never linger ere you start,
Set out with a willing heart

Be in time.
In the morning up and on,
First to work and soonest done;
This is how the goal's attained;
This is how the prize is gained;

Be in time.
Those who aim of something great
Never yet were found too late;

Be in time.
Life with all is but a school;
We must work by plan and rule,
Ever steady, earnest true,
Whatev'er you may do

Be in time.
Listen, then, to wisdom's call
Knowledge now is free to all;
Be in time.
You must daily toil and strive,
Treasures for the future hive,
For the work they have to do,
Keep this motto still in view

Be in time.

THE CLASS RECITATION

(Conclusion)

By GEORGE HOWLAND, SUPT. CHICAGO SCHOOLS.

(The first and second parts of this article is found in the November and December issues of this *Journal* respectively.)

A thorough knowledge of the subject to be considered—much beyond the limits of the lesson—a knowledge of what will be important in the future, and what forms a mere stepping stone to what lies farther on, its relations to other topics, will greatly aid the teacher in guiding the eager pupil to the speediest and best results; will save from many a fruitless digression, wearisome repetition, and empty recital. For the older, as well as the younger pupils, the proper method of approaching a subject, the logic of the exercise, is often quite as important as the facts to be learned. In many cases the recitation may well be little more than a reading of the unstudied lesson, with a running commentary of the teacher, briefly showing the bearing of this or that fact, the reason of one statement and the meaning of another, suggesting certain lines of thought and ready references for their better comprehension. Here and there a question may be started, perhaps some incident related, to quicken and arouse the interest and thought,

For this work the teacher needs, like the commander of an army, to have her well-trained powers and her mental resources well in hand, with perhaps a skirmish line of fine instincts and keen perceptions, protected on either wing by a well-assured confidence and a wise discretion, secured against unforeseen emergencies by a large reserve force of general information, ready wit, and close logic.

Of quite as much importance, too, she should have learned or discerned the character of those with whom she has to do—their mental powers, their dispositions, their habits and modes of thought, their likes and dislikes, a knowledge of their associates, their employment out of school, their home-life—all this should be as open and plain to her as the book from which she prepared for her work. She must adapt herself to the bright, easy learner and the duller, but it may be, the deeper student; to the flippant reciter and the slower stammerer; to the pliant fawner and the sturdy independent; and devise means to encourage, chasten, and direct

with an ever-hopeful trust and kindly charity; an unspecting watchfulness and an unfailing personal interest.

Sometimes, too, the firm authority and timely severity find their true place.

The mere hearing of lessons, the asking of questions, however scholarly, and couched in choicest language, with no apparent personal interest in the success, the individual welfare of the pupil, will not win in this mental conflict.

How many a young, earnest heart has lost its fond ardor, wearied of its high, honest purpose, and fallen back into the ranks of the careless and undeserving, from the real, or supposed, lack of the teacher's interest in his progress.

The sharp censure, so that it come from the indignant heart of a friend at some delinquency will awaken and expand the young spirit and fill it with stronger purposes and better hopes than the cold indifference of the calm, uncaring critic.

A great barrier to success, too, cutting her off from any sympathetic relations with her class, does she raise, who calls upon her pupils by the card, one of those self-imposed restraints that hold the hands, the hearts, the thoughts of the teacher, depriving her of much of her power for good.

No teacher, I think, can well command the attention of her class who is shut into this practice; and no pupil, unless urged on by some superhuman impulse, can fit his thought upon the recitation whose fate is fixed by the run of a handful of cards.

To be interested he must feel responsible for every topic presented, for every question asked. But when his name has once been drawn, what further personal interest can he have? And if, by some chance—as I have sometimes seen—is he called upon a second time he has a ready and safe refuge in the reply, "I have recited once." and may he not be questioned a second, a third time, or any number of times, when needful?

Two or three years since, after I had discouraged this use of the cards, one of our active, working teachers came to me with the inquiry, what she should do with them? I told her that the best use of them that occurred to me was, to open the drawer of her desk, quietly drop them in, and close the desk. A few weeks later she told me that she had adopted my plan and for the first time felt herself free to conduct a recitation.

If the pupil's attention is to be held, he must feel that he is at any time to be called upon for an explanation, a correction, an illustration; and every day, as a rule, should he have the opportunity to recite. Sitting silent and unnoticed day after day, he soon loses all interest, becomes listless, or restless, and ere long ceases to prepare the lesson for which he has no use.

Though it be nothing more than a simple yes or no, he has had his say, has shown himself a living

entity, and goes home at night with a higher satisfaction with himself and the school for just that one small word.

What an opportunity, too, does the recitation furnish for imparting information, for giving the pupil an insight into the rich fields of literature, science, history, and real life.

The recitation as we have said, is more than a rehearsal of memorized pages; it is a discussion of subjects that have been already carefully studied. It may be that very little attention need be given to the reading of the text, which will be already clearly understood, but may suggest relations and conditions well worthy the consideration of teacher and pupil.

The mere fact may be nothing to the student, but indirectly bring about results of surpassing interest. An exercise in reading may suggest subjects in history, in biography, in botany, and astronomy. As an extreme example, take Macaulay's essay on "Warren Hastings," found in so many of our readers:

"The place was worthy of such a trial. It was the great hall of William Rufus the hall which had witnessed the just sentence of Bacon and the just absolution of Somers; the hall where the eloquence of Stafford had for moment awed and melted a victorious party, inflamed with just resentment; the hall where Charles had confronted the high court of justice with the placid courage which has half redeemed his fame. There were seated the fair-haired daughters of the house of Brunswick. There the historian of the Roman Empire thought of the days when Cicero pleaded the cause of Sicily against Verres, and where, before a senate that still preserved some show of freedom, Tacitus thundered against the oppressors of Africa."

As mere words, one might as well recite the alphabet or the multiplication table.

Who and what were Macaulay, Hastings, William Rufus, Bacon; Stafford, the historian of the Roman Empire, Brunswick, Cicero, Verres, and Tacitus? What did they do, and why are their names introduced here, what has Cicero or William Rufus to do with Hastings's doing with the Begum?

All this is beyond the grammar grades, and yet, without some definite knowledge, some fair idea of these characters, wherein is it more valuable reading than the prognostics of last year's almanac? The recitation is a reading-lesson in which the pupils should give expression to intelligent thought and true sentiment. But the investigation of all this story and biography is beyond them. The teacher must intervene, and, by a few graphic touches, place before them these pictures so vividly that they shall remain as a part of their mental constitution. Nor is it so difficult a task for him who is fitted for his place.

With an almost inappreciable inroad upon the reading exercise, these illustrations can be placed within the pupil's grasp as no stolid study of cyclopaedia

can do, and deliver the work with an interest which no professional technique can impart.

In the reading of a class are the possibilities of a liberal education, of an art and a culture beyond what the graduates of high-school and college so carefully infold in their diplomas. If we but know our opportunities, the professor of elocution and the countless exemplars of what Delsarte never dreamed of would soon find their occupation gone and our boys and girls, instead of thoughtless mouthers, would sometimes become intelligent learners and thinkers.

The reading-lesson is not to be turned into a study of biography or history, nor are all these allusions to be learned at once. Enough can be done to give the character of the essay and inspire the class with the spirit of the matchless essayist—one suggestion here and another there, without serious hindrance or interruption. Some of the characters can be more fully studied at home or in the school library, not indeed in any exhaustive way, but surely enough for an intelligent reading, enough to awaken the desire to delve deeper into the exhaustless mines of literature and to enlarge the pupil's mental horizon and prepare him for the more thorough work of his school life and furnish some food for thought during the leisure hours of an active or laborious life.

One of the most accurate and scholarly of my college friends told me that he never sought thoroughly to prepare the whole of a lesson, in Latin, for instance, but having done enough for the purpose of a fair recitation, he then studied one or two lines exhaustively. This habit, long before his college course was completed, had made him a model for nice, discriminating scholarship.

It is not often in lumps, in masses, that wisdom or learning is to be acquired. The nuggets of knowledge in the school-room are as rare as those of gold in the hearts of the hills.

The love of learning of knowing, fortunately, is a common inheritance from which few are shut out. To keep alive this love—to turn this curiosity, inquire nature into the right paths, where the search shall be more sure of the reward in the speedy gratification of desire and show something of the relative worth of the different objects of desire and how to distinguish these, are the teacher's work; and to lead the pupil to see that small but continuous accretions, from worthy effort, hour by hour and day by day, make up the sum total of our work.

And before those little limbs are strong to mount rugged roads, or those laughing eyes have sadly learned to discern the miry ways, shall we never reach out a friendly hand, or sometimes even lift them up the steep, lest they dash their feet against the stones?

But are not the lessons assigned to be learned? and how can it be known that they are learned unless they are recited?

If we only could know that they are learned after the recitation! The subject is indeed to be understood, comprehended, made a part of the pupil's self—to be converted into something that shall avail him in his future work. But whether it is to be learned in the style of this, or that author is of little importance. Our school histories and geographies are generally but enumerations of a few bare facts, some important events, but even in these rarely show, by the relations of facts and events, why those mentioned are of more importance than a thousand others of which no mention is made. Other authors have expressed their views in different verbal signs; and the pupil, if indeed a student, should give his views in a still different form of words more consonant with his own mental condition and delicate shading of thoughts, opinions, and judgements.

A lesson is learned when the student has a clear, well-founded opinion of the subject matter, but not necessarily when the page can be declaimed.

The restriction of the pupil to a single book after he is old and strong enough to think, to study misfortune if the teacher is equal to the place. From the reading of one text-book the pupil is liable to receive a very limited, a narrow idea of the subject; and when, after school-days are over, he falls upon a different version of some event he begins to doubt of the wisdom of the schools, and of authors, and, perchance, to question whether there be any truth in the world.

He should be taught in schools, in the recitation, to compare different authorities, different mathematical definitions, to weigh carefully the evidences, and to form his own judgements as to their worth and correctness.

But can he, will he do this, with the cold, unimpassioned teacher before him at the desk, with well pointed pencil in hand, to enact the part of the recording angel upon his effort, with never a sympathetic tear to blot the unhappy entry.

The Arithmetic lays down certain principles, with examples enough for the pupil to ascertain whether he comprehends them. It is for the teachers to see, by the use of the same examples, or by others involving same principles, if he truly understands them aright. We adopt the topical method, and place upon the blackboard a column of a dozen or fifteen topics for each State or country—a very paltry and belittling device, as it seems to me, if carried too far. The pupil should learn, should have a method, it is true, but let him determine what are the important points to be presented.

These points do not always come up before the mind in the same order or in the same numbers. Sometimes the water-ways, sometimes the railroads, now the productions, and again the scenery, stand out in distinctness, and should enlist the interest and control the thought of the pupil. To one the civil devel-

vement of the people; to another the social, presents itself; while again the industrial, the commercial, the artistic development claims attention.

The dictionary, the cyclopaedia, the map, all and a useful place, and even the novel, their romance present valued pictures of life and manners, and sometimes aid in the solution of social and political problems beyond the scope, the possibility of the text-book. The lesson, as I have indicated, is not something to be merely recited, but a subject, or subjects, to be studied and investigated to which the pupil is to give his best thought and best powers, that when the hour of recitation comes he may be prepared to take an intelligent part in the discussion.

First of all, he must learn to think, and to express himself in a clear, systematic, and logical way; to adduce facts to sustain his opinions; to be ready with crayon, metaphor, or incident to illustrate his argument. His mental powers must be aroused, quickened, disciplined, and strengthened for future use, and for those ends the oral recitation presents their best if not the only, efficient means.

The written recitation, in such favor with many teachers, is in true sense a recitation. It is simply an examination, useful, way, in a limited way, indispensable, but not a recitation. The real uses of a recitation have no play in the written exercise.

The power, the personal magnetism of the teacher and the fruitful suggestion find no place here. She sits idle and useless. The pupil might familiarize himself with the mechanical parts of a written performance, might improve his penmanship, his spelling and accuracy of expression, but these are the very points that the written exercise commonly ignores. Shall a pupil in geography receive a deduction from his credit merely because his spelling is abominable? Spelling is not geography. Because he can not paragraph correctly, is his knowledge of history diminished? His punctuation and his capitals are problematical, but what has that to do with his knowledge of number, of personal character, of climate and productions?

The recitation should be oral, instinct with life, and full of interest, with an occasional examination, written briefly, carefully, and correctly, with all the elements of a written exercise carefully noted and corrected.

So important a part does the recitation, under the skillful teacher, play in the school economy, that in comparison, as it seems to me, the written examination is nowhere; and I am coming more and more to the opinion that a pupil who has acquitted himself with credit in the daily recitations should pass on to the next grade unquestioned, despite any failure in the stated written examination of his class; that a class which has shown itself qualified for the work of the grade should on its completion be passed to the next grade without the test examination.

The written examination, without any intent or fault of the examiner, may be, and often is, outside the qualifications of pupil. The teacher may have erred in her instructions, but should the pupils suffer? The principal should be so well acquainted with the quality of the instruction and the application of the possible for it to come to the end of its grade work without some fitness for advancement.

Rarely, I think, should the pupil be put down or kept back by a formal examination when the daily recitations have been satisfactory.

The examination is valuable chiefly in relieving the teacher from the charge of partiality or prejudice. I have often wished that pupils might be promoted, not on the result of any formal examination but on the promise of their daily work for future success.

No one, in preparing a set of questions, can say much of their worth in determining the scholarship, the power of the pupil. He may strike points, important, indeed, but which had been partially neglected by the teacher and her zeal in other directions, and the pupils will fail, while exhibiting a power of thought, a skill in analysis of character, a discrimination and judgement of more worth than an accurate statement of the facts involved.

I recall an instance in which the pupil showed an utter ignorance of the subject required, but at the same time, in admitting the disqualification, gave such an evidence of elegant diction, of clear, distinct thought, so much originality, that my better judgement would not permit me to pass any other than a meritorious judgement upon her ability.

I have not dwelt much upon the methods, the details of the recitation; these must depend largely upon the individual teacher and the subject.

There are certain underlying principles that should always direct and control, certain things to be forever avoided.

Nor should the same method be followed at all times. Now should come the topical recitation, in which the pupil can present his views in some fullness and elegance of language; now the quick, short question and answer; the pupil now feeling his way along thoughtfully and carefully, and now prompt with the ready rejoinder; now with the crayon in hand illustrating his descriptions, and again essaying the abstract argument in concise, discriminating terms; at one time promptly and accurately performing a prepared example, and again applying the principles to a problem with different, but similar conditions; taking our pupils out of the ruts of routine, and leading them into the ways of thought and intelligence—not machines, but coming men and women.

But there should always be in all these exercises a tendency, a nearer approach to a distinct enunciation, correct language, pleasing tones, and plain reason.

No courtesy and grace of manner to be forgotten, as shown in rising and sitting, in walking across the room, in standing, holding the book, and handling the pointer, Little things all, and not to be made a means of annoying the pupil, but to be brought into too great prominence, or regarded as the absolute need of the statesman or the successful workman, but as attractive in the school as in the home, and having a larger influence upon the conduct, the character, than as often imagined, and almost inseparable from those kindly relations between teacher and pupil, without which no school can attain to its true position as an educating, civilizing institution.

When our tables of statistics show us 28,000 in the first grade, 16,000 in the second, 9,000 in the fourth, it would seem that we can hardly begin the good work too soon or too lovingly.

Entering the lowest room, while in those childish tones come up the simple words, "Where do all the babies go?" I often find myself involuntarily coupling with it the daisy line," "Largely underneath the snow." Where are the remainder of the 28,000 who came to us last Last September.

If our pupils could be, from six to fourteen years of age, under the kindly, care, and have their reci-

talence under the wise guidance and inspiring direction of earnest, sympathetic teachers, such as may be found in our own school whose names answer promptly to my thought, some whose faces have long been familiar in our schools, and some who can count their length of service only in months. This love of knowing, of learning would, it seems to me, be kept alive; the eye would kindle at the thought of school and teacher; the hand, the heart, the mind and soul, would all grow quicker, stronger, tenderer; more sensitive to good influences and suggestions, more skillfull to do, more hopeful to dare, and stronger to resist evil, truer to the right.

And where, with her sixty pupils, restless with young life, glowing with childish ardor to do, to try, to know—coming from homes of penury or of plenty, but all alike hungering for that which shall respond to their wants—where can there be a field of more absorbing interest, of brighter promise, and, to the truly chosen, of richer reward? and where should there be awakened a deeper sense of duty and responsibility, brightened by a tinge of higher hope and fonder expectation, than in the recitation room of the public granded school?

P. R. A.

Pedagogical Department

ORAL GEOGRAPHY.

by J. T. (Teacher)

LESSON VIII

Land Surface.

BRINK OUT:

1. The surface of the ground is uneven.
2. It is seldom perfectly level.
3. It usually slopes gently or steeply.
4. A slanting land is called a slope.
5. Part of the water that falls upon the ground runs down the slopes.
6. If the water stays at the bottom of the slopes the surface changes.
7. It slants from downward to an upward direction.
8. The slope guides the water which way it must go.
9. A valley is a place formed by the meeting of two downward slopes.
10. A plain is a wide tract of land that seems to be quite level.
11. A high plain is called a plateau.
12. A high elevation of land is called a hill.

13. A very high elevation of land is called a mountain.
14. The top of a hill or of a mountain is called the peak or summit.

QUESTIONS.—

1. Is the surface of the ground rough or smooth?
2. Can you often find ground that is perfectly level?
3. What dose the ground usually do?
4. What is a slope?
5. Where does part of the water that falls upon the ground go?
6. Why does the water sometimes stay at the bottom of the slope?
7. How does the surface change?
8. What does the slope do to the water?
9. What is a valley?
10. What is a plain?
11. What is a plateau?
12. What is a hill?
13. What is a mountain?
14. What is the top of a hill or of a mountain called?

Suggestions for Teaching Reading.

As soon as the new words in the lesson have been thoroughly taught the child should study it for the sake of the thought. It is a good idea to have a systematic plan for silent reading.

Young children cannot study their reading in a profitable way unless their attention has been called to something particular in it. The pupil must have something definite to work for or soon tires of it. Any of the following exercises will help to keep up interest besides being of valuable mental training.

The teacher writes on the board two or three questions and the children find out and are able to tell the answers. The teacher writes a list of words and the children tell how the words were used in the story.

Have children write list of words that name things, colors, places, or people.

Write words that name thing you seen.

Write words you did not know at first, but found out for yourself. Write words you think will be difficult for the class, but which you know.

Write words you cannot pronounce.

Write words whose meaning you do not know.

Write words which tell what some one did, and the of the person or thing that did it.

Write a list of phrases beginning with "of,"

How many question are asked in this story?

Make questions that you would like to ask us when, you come to class.

For a change, instead of writing have the children make picture of anything you choose that was talked about in the lesson.

Draw a picture showing the part you likes best.

Tell in a few words the story.

Tell the part of the story you liked best.

SADIE MACDONALD,

NEW YEAR.

The roses bud and wither soon

The apples ripen, then they fall

So every year is always sure

To have its last—the days of boom.

The air is fresh, the day is c'ear

All hearts are blithe, the sky is blue.

Each thing on earth has changed its hue

To new begins another year.

F. G. MABANTA.

AMONG THE SCHOOLS

(Continued from page 6.)

OUR EXCUSE.

We regret very much indeed the fact of the lateness of the issue of this number (and some other issues too).

We have tried all our best, but because of the heavy weight of our school work together with that of the Association and other minor but all-important necessities, nevertheless, it made impossible for us to issue this number in time. Even though errors in spelling are perhaps seen here and there: this is due to printers mostly for though the originals of the articles are correctly written, they not knowing English, are prone to make mistakes. So with all these we hope that our readers will generously bestow their pardon on the ones concerned.

CITY SCHOOL ENROLLMENT

There were 8509 pupils enrolled roll in the school for Manila last December. The average attendance for the month was 94 present. This number of pupils was under charged 329 teachers.

TEACHER ASSEMBLY AT BARIO.

The coming annual assembly for teacher will be held at Baguio on April 17.

The Director of Education proposed the erection of tents for the dwelling of the Teacher.

It is a great opportunity for the teacher to go and see the beautiful and attractive sceneries of Baguio, the summer resorts in the Philippines. Teachers make up your mind, go and enjoy the delicious and health climate of that place.

TO OUR SUBSCRIBERS.

We beg to request our subscribers in the provinces who have not yet sent in the amount of P2.00 for their annual subscription for THE FILIPINO TEACHER must do it now, without delay, otherwise we will stop sending them the journal.

Very respectfully,

THE MANAGER.

EL FILIPINO

(SUCURSAL)

Sastreria, Camiseria y Sombrereria

306 HERRAN.—PACO.

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TOMAS DE JESUS, Propietario.

The Filipino Teacher

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Órgano de "THE PHILIPPINE TEACHERS' ASSOCIATION"

Director, LEONCIO R. GONZÁLEZ.—Administrador E. PESTAÑO.

REDACCIÓN Y ADMINISTRACION:

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EDITORIAL

LA PRIMERA LEY EN PRÓ DE LA INSTRUCCIÓN



La Legislatura filipina acaba de realizar un acto altamente democrático. Por la aprobación unánime de la Ley Gabaldón se manifiesta clara y terminantemente que los que están en el poder tienden á dedicar sus primeras energías en pró de la instrucción del pueblo.

La práctica de esta medida se observa sólo en un gobierno del pueblo, por el pueblo y para el pueblo; porque comprende positivamente que el cumplimiento de su fin social, el ejercicio de sus funciones y su estabilidad misma, dependen necesariamente de la generalidad y mayor grado de instrucción de las diferentes masas de individuos que viven dentro de su esfera jurisdicción.

Se deduce, desde luego, que un pueblo con la instrucción restringida es incompatible un gobierno verdaderamente democrático; y cualquier otro sistema de gobierno difícilmente podría cumplir su importantísima misión.

"Con la primera Ley"—decía muy bien un colega de esta Ciudad—"y mediante el establecimiento de escuelas, se devuelve al pueblo una parte de sus con-

tribuciones, pero se la devuelve con beneficios incalculables porque los que reporta la enseñanza tienden á asegurar para los pueblos un brillante porvenir."

**

El valor moral de la Ley Gabaldón se puede apreciar más en el siguiente fragmento del informe, referente á la misma, del Comité de Presupuesto:

"Claramente se comprende que por el proyecto se trata de realizar uno de los fines esenciales á los beneficios que proporcionan la cultura y la civilización bajo cualquier régimen, pero especialmente, bajo un régimen liberal democrático. Difundir la enseñanza hasta los últimos lámbitos de los pueblos, construyendo escuelas en los barrios que cuentan con suficiente número de niños es, en verdad, una labor meritoria al par que una demostración práctica y evidente de que el pueblo filipino tiene conciencia, de la misión que debe cumplir, y espera cumplir, como nación civilizada é independiente, pues cuanto más se afirma la vehemencia con que el pueblo filipino desea regir sus propios destinos, soberano de si mismo, mayor sentida aparecerá la necesidad de sostener á elevada

altura el nivel intelectual de la masa popular para cuyo logro es medio único é indispensable la difusión de la enseñanza.

Se ha dicho, y con razón, que la eficacia de las leyes depende de la prudencia y de la sabiduría de los gobernantes; pero también debe decirse que los gobernadores nada provechoso y estable pueden hacer, cuando un pueblo no comprende la misión del gobierno, la naturaleza de las instituciones y los fines á que responden las leyes que rigen la comunidad; y es evidente que un pueblo se mantiene en el pleno ejercicio de semejantes aptitudes solamente por medio de la instrucción y de la enseñanza. Los pueblos que han realizado grandes progresos no han hecho otra cosa que fomentar la instrucción y la enseñanza aún á costa de todo género de sacrificios.

Es también evidente que razones de conveniencia y de oportunidad aconsejan la aprobación del proyecto.

Es un hecho innegable que los barrios, por causas fáciles de explicar, están ahora, en materia de instrucción pública, como estaban antes, abandonados á su propia suerte huérfanos de toda ayuda del Gobierno; y de persistir por más tiempo este estado de cosas, correríamos el grave peligro de ver, á la larga, comprobado el supuesto desnivel que extrañas miradas escrutadoras han creido poder encontrar entre las clases sociales de Filipinas, señalándolo como una condición poco favorable al advenimiento de un completo régimen democrático.

El Comité desea al llegar á este punto, hacer resaltar el hecho de que con este proyecto de ley, que afecta a las clases más desheredadas y lleva la acción y el apoyo de las Cámaras á los distritos más pequeños y lejanos de las Islas, se afirma de una manera solemne el sentido de absoluta democracia de la Asamblea, tratando á todos por igual y teniendo, á este fin, la mano á aquellos que más necesitan de nuestra provisión y auxilio.

Una de las causas principales, si no la única, que suele indicarse para explicar y justificar el desplorable estado de abandono en que se encuentran los barrios en punto á instrucción es la insuficiencia del erario público. Esto es cierto: más aún siéndolo y teniendo que reconocer, como reconocemos, que corresponden á nuestras múltiples necesidades bien escasos recursos, el Comité cree, sin embargo, que, habida en consideración la excepcional importancia del asunto de que se trata, debemos apropiar la suma que nos sea dable, para llevar á cabo en lo que se pueda, la idea que persigue el proyecto."

**

El bill Gabaldón, después de discutido por el comité de Instrucción pública y el comité de presupuestos, y de haber sido informado por el Sr. Quezon, ha sufrido algunas enmiendas quedando redactado en esta forma:

"Ley que dispone el crédito de un millón de pesos con destino á la construcción de casas escuelas en los barrios, bajo ciertas condiciones.

Por autorización de los Estados Unidos, la Legislatura Filipina decreta:

Artículo 1.o Por la presente se vota, de cualesquier fondos existentes en la Tesorería Insular no votados de otro modo, con destino á la construcción de casas escuelas de materiales fuertes en los barrios un crédito de un millón de pesos, de los que serán disponibles para inversión el primer día de Enero de mil novecientos ocho la suma de doscientos cincuenta mil pesos, y otros doscientos cincuenta mill pesos serán igualmente disponibles para inversión el primer día de Enero de cada uno de los tres años inmediatos siguientes, bajo las condiciones siguientes:

(a) Tendrán derecho ú opción á participar de los fondos votados por esta ley para el fin indicado, todos los barrios á cuyas escuelas el municipio al cual pertenecen garantice una asistencia diaria no menor de sesenta alumnos debidamente certificada por el superintendente de División de Escuelas, y por el principal de las escuelas del municipio: *Entendiéndose sin embargo*, Que la suma no deberá exceder en cada caso de cuatro mil pesos.

(b) El municipio, bien votando un crédito de sus fondos ó bien por medio de contribución popular de fondos, materiales ó trabajo, contribuirá con una suma no menor del cincuenta por ciento de la cantidad total que puede ser concedida, según esta Ley, y elevará la solicitud del Concejo municipal, por mediación de la Junta provincial al Secretario de Instrucción Pública á cuyo cargo y aprobación estará la distribución de dichos fondos.

(c) Los edificios arriba citados solamente podrán levantarse en terrenos de la exclusiva propiedad del municipio ó que se done para tal fin. *Entendiéndose sin embargo*, Que el título de propiedad debe estar en cada caso, inscrito en el Tribunal del Registro de la Propiedad, sin perjuicio de que el Secretario de Instrucción Pública pueda autorizar que se dé comienzo á los trabajos de construcción, previa presentación de la solicitud de inscripción del título en dicho Tribunal de Registro de la Propiedad: y *Entendiéndose, además*, Que la confección de los planos, especificaciones y la ejecución de las obras, así como el pago de las mismas se llevarán á cabo de acuerdo con las leyes y reglamentos actualmente vigentes.

Artículo 2.o Todos los saldos que queden sin gastar, cuando esté terminada alguna de las obras autorizadas por esta Ley, se devolverán inmediatamente á la Tesorería Insular á crédito de esta apropiaciόn y no podrán ser retirados de ella ni gastados sino para los fines aquí indicados.

Art. 3.o Esta Ley tendrá efecto en cuanto sea aprobada"

La "The Philippine Teachers' Association" felicita sinceramente a la HON. LEGISLATURA FILIPINA por la aprobacion del Bill Gabaldon que dispone el credito de un millon de pesos con destino a la construccion de casas escuelas en los barrios.

SECCIÓN PEDAGÓGICA

LAS CLASES INDUSTRIALES

Algunas Noticias más Sobre su Importancia

A medida que progresá nuestra instrucción se justifica más y más la importancia de las clases industriales.

Su utilidad práctica y aprovechamiento dan motivo suficiente á que se fije á ellas la mirada de cualquier observador de los rumbos educacionales.

La pedagógica moderna basada de lo positivo y práctico para confirmar lo teórico no hace más que repetir constantemente la teoría *men sana in corpore sano*. La educación industrial, que participa de dichos elementos, lleva un hueco importante en el ramo del saber humano.

Por otra parte ya que el hombre está destinado

á labrar su propia felicidad es indispensable que esta disposición Divina se le debe inculcar desde su nifez, haciendo resaltar la fase de utilidad práctica que trae consigo los cursos industriales, á fin de que, una vez adquiridos sus principios, la práctica y su conocimiento encuentre fácil y llevadero la profesión ó negocio á que tendrá que dedicarse en lo futuro.

En vista del éxito que están alcanzando las clases industriales, el Dr. David P. Barrows, Director de Educación ha dirigido recientemente, según los informes que he recibido, á otras autoridades escolares un circular que tiende á dar una buena idea á los discípulos de los artículos de carácter industrial de fácil venta.

Hé aquí una lista, de algunos de estos artículos, preparada por B. R. Sawyer.

De tejido ilokano:—Tohallas para el lavabo; id. de mane; id. de baño; batas para id; etc.

Pifia y jusi:—Pafuelos para señoritas; lazos para abrigos de señoritas; servilletas para postres; lazos Windsor; mantillas; mantelería para centro de mesa; tiras pintadas para almohadones; lazos para cortinas; etc.

De Arte:—Tarjetas, amorosas; id. para banquetes, souvenirs de carnaval; tarjetas postales de idem; tarjetas de navidad.

De algodón y paje:—Tohallas; almohadas, matices, cojines para coches y sillas.

Tejidos morunos:—Tapetes; cubiertas para cojines, bandas de buró; fundas de almohada, lazos para cortinas, hamacas de tela etc.

Trabajos de fantasía:—Encajes, bordados, vestidos pintados de Batangas, trabajos de dibujo, etc.

Juguetes:—Muñecas; casitas de nipa; mueblaje demuñecas; sombreritos, esterillas; banquillas, utensilios de pesca, labranza, molinos etc., todo aquello que sea típico de Filipinas.

Objetos de bambú:—Caballetes; marcos para cuadros, marcos para manparas, biombos, caballetes para periódicos, esterillas para mesa.

Cestos:—Trabajos de canastos cajas, para pañuelos, para servilletas y guantes; pastas para revistas, libros y papeles de música; abanicos; esterillas para el suelo; id. para camas; perfolios; cajas para tabacos y cigarrillos, etc., etc.

La lista señala además infinidad de artículos escolares que encuentran fácil aceptación en el mercado de la venta.

Es de advertir que más de mil objetos de manufactura escolar han sido vendidos en la Exhibición industrial por valor total de unos ₱400.00; y un circular hace notar que en las próximas fiestas del carnaval mercantil, el Buró de Educación tomará parte con su exhibición, ocupando un espacio de 600 metros cuadrados.

El Buró espera, por lo tanto, que á esa manifestación contribuirán todas las escuelas con unos 2 000 artículos variados cuya venta, según se cree no será menor del número de objetos recibidos.

Dada la importancia de las clases industriales me atrevería á sugerir á las instituciones privadas la introducción de esta enseñanza en la lista de sus planes de estudio, con la seguridad de que sus esfuerzos serán coronados con creces.

REQUESENS.

CONFERENCIA (*)

(Dar Instrucción á los que han Menester)

“Hijos del trabajo:

Oidme; os voy hablar en esta conferencia de lo que se entiende por “Habeas Corpus”, por “allanamiento de morada” y por “la igualdad ante la ley.”

¿Qué es “Habeas Corpus”? ¿A qué se dé el nombre allanamiento de morada? ¿Cuál es la idea que se tiene de la igualdad ante la Ley? Tal vez me pregunteis así. Necesito vuestra atención para aclarar conceptos.

El “Habeas Corpus” es un derecho, un recurso sagrado al que apelan los detenidos ilegalmente. Cuando un individuo es detenido de un modo arbitrario por cualquiera persona, ya sea particular ó funcionario público ó agente del gobierno, cabe solicitar el mandamiento de “Habeas Corpus.” Se lo solicita para que la persona detenida pueda salir en libertad y la que detuvo sea responsable del delito de “detención ilegal”.

El “Habeas Corpus” se presenta, mis queridos compatriotas, á la Corte Suprema ó á cualquiera de sus magistrados ó al juez de primera instancia del distrito en donde se había cometido la detención ilegal.

En ese “Habeas Corpus”, que es un escrito, se han de especificar la persona que se interesa por la libertad del detenido, las señas de este y del que detiene, el lugar en que se ha verificado la detención y las causas de esta. Se acompañará también al escrito, si hubiere, la orden de detención.

Si se probara verdaderamente que la detención ha sido arbitraria ó ilegal, entonces el juez ó el tribunal ante quien se había presentado el escrito, dispondrá inmediatamente la libertad del preso, quien no podrá ser detenido por el mismo delito.

En este mundo, queridos hermanos, hay hombres que cegados por el despotismo y el caciquismo y la autoridad, fallan abiertamente al debido acatamiento de las leyes promulgadas y pisotean los inalienables derechos de los ciudadanos.

(*) Conferencia dedicada á los obreros filipinos que ha sido leída en el salón de actos del “Colegio Mercantil” por el director de dicho establecimiento de enseñanza Sr. M. F. Jhocsón.

¿No habeis tenido alguna vez la noticia de que N. de tal, sin motivo justificado, ha sido encerrado en una cárcel? ¡Ah señores, triste es decirlo! Pero no importa. Contra el despotismo, contra el caciquismo y contra la autoridad de cualesquiera personas, tenemos nosotros un medio de que valernos para poner coto á sus demasías. Ese medio es el "Habeas Corpus"; este derecho está consignado en el Bill Constitutivo de Filipinas. Sabed ejercitar ese derecho Seguid las instrucciones que con respecto á éste particular os he dado. Creo haber podido explicaros el concepto de lo que se llama "Habeas Corpus" aunque de un modo deficiente.

Ahora permitidme que entre en otra materia no menos importante que la primera: hablo del allanamiento de morada".

El "allanamiento de morada," señores, es un delito que se comete cuando una persona entra en las casas sin el consentimiento de sus dueños. Yo, por ejemplo, penetro en la casa de N. de tal, contra la voluntad de éste, me podrán acusar del delito de allanamiento de morada. Y es que el hogar, señores, es sagrado tan sagrado como la vida misma. Podrán penetrar en el hogar los rayos del sol y gotas de lluvia; pero ni el rey ni el emperador podrán penetrar en él sin el consentimiento de sus dueños.

Compatriotas, en vuestras casas sois los reyes, los príncipes. Ejercitad el derecho que teneis de poder presentar una querella contra los que violan vuestras casas. No, os amilaneis. Sea quien fuere el que allane vuestros hogares, sufrirá el condigno castigo. Porque la ley no establece privilegios.

Mis queridos compatriotas, debeis de tener en cuenta que en vuestras casas podrán penetrar los agentes del gobierno autorizados por el poder judicial al objeto de hacer requisas aún contra vuestra voluntad. Pero, para que puedan penetrar en sus casas y hacer la requisas, debeis ver si en el mandamiento está especificado el lugar que se ha de registrar.

En el registro, los agentes del gobierno están obligados á desempeñar sus papeles prudentemente. De lo contrario, serán castigados por las disposiciones del Código penal.

Cuidaos muy bien, queridos hermanos, de velar por vuestras casas.

Ya os he dicho que la casa es inalienable.

Por último, voy á deciros que tengo hoy que que tocar una cuestión, la última. Yo creo que no debo ya molestaros mucho, pero la importancia del asunto exige que vosotros sigais prestándome vuestra atención. Tengo que hablaros de lo que es la "igualdad ante la ley."

"La igualdad ante la ley" es aquella que consiste en el hecho de que todos los ciudadanos, sean quienes fueren, deberán sufrir la misma pena, el mismo castigo caso de que cometieren determinados delitos. Permitid que ponga un ejemplo práctico. El gobernador general allana vuestra casa, contra este podreis presentar una querella por allanamiento de morada, no importa el elevado cargo que desempeña.

~~Al Gobernador general se le llevará ante los tribunales de justicia y se le tomará la declaración como á un ciudadano cualquiera.~~ Si se demostrare su culpabilidad, entonces tendrá él que sufrir la pena previamente señalada en el Código Penal para el delito de que nos ocupamos.

La silla donde se sientan los acusados simboliza la igualdad ante la ley. Id á los tribunales de justicia. La silla se una sola. Allí se sientan toda clase de personalidades. ¿Qué quiere decir esto?--Esto quiere decir que la ley no tiene en cuenta ni la autoridad, ni la posición social del culpable. ¡Bendita ley!

Hijos del trabajo, compañeros de trabajo y de fatigas, ya sabeis qué es la igualdad ante la ley. Por lo tanto, yo espero que sabreis ejercitar ese sacratísimo derecho.

En esta muy humilde conferencia he versado sobre tres puntos, tres cuestiones de trascendental importancia para todos nosotros: "el Habeas Corpus," "el allanamiento de morada" y "la igualdad ante la ley." ¿Qué me queda hoy deciros?

Mis queridos compatriotas, á nosotros nos acusan determinados individuos de las pretensas razas superiores de que nosotros no podemos todavía vivir por propia cuenta, más claro, regir nuestros propios destinos. Hay que desmentir esta afirmación infundada.

Para desmentirla, precisa que vosotros sepais los derechos que debeis ejercitar dentro de la comunidad en que vivís.

Yo os prometo, bajo palabra de honor, que en este salón del Colegio Mercantil tendrémos que congregarnos mensualmente para hablar siempre de nuestros derechos especialmente de esos que nos ha dado el Bill Constitutivo de Filipinas. Así y solo así llegareis á saberlos con la ayuda de la escasa luz de mi inteligencia.

Pensad en lo que os he dich.

Todo ello os reportará utilidad. Aprendedlo como aprenden los católicos el Padre nuestro.

Hijos del trabajo: debo dar gracias á todos vosotros puestos que habeis respondido á mi llamamiento con vuestra presencia. Ojalá que hagais lo propio en lo provenir, pues debeis saber que no es esta la primera y última vez en que vamos á vernos, no. Si á todas las conferencias no dejareis de venir, tendríamos la inmensa satisfacción de hablar siempre de todo eso que regenera y redime.

Mis queridos compatriotas: voy á dar término á esta conferencia si así puede llamarse, suplicandoos hagais consideraciones, digo reflexiones sobre cuanto se ha dicho.

Os quiero mucho. He pensado siempre en vosotros. No soy amigo de exhibiciones por razones de temperamento. Pero por vosotros quiero exhibirme, vivir una vida pública para de esta manera poder yo ofreceros los pocos conocimientos que he recibido en los templos de la ciencia.

La Escuela Náutica

SUGESTIONES A LA ASAMBLEA FILIPINA PARA QUE PROPONGA SU REESTABLECIMIENTO.

En la historia de las escuelas oficiales de Filipinas no se registra una más antigua que la que es objeto de nuestra atención y estudio.

Para llenar un vacío que dejaba la instrucción pública, se fundó dicha escuela en el año 1839, gracias á la filantropía de los comerciantes de Manila.

No se podía esperar menos de aquellos desprendidos ciudadanos, que aparte de sus buenos deseos estaban impuestos de la necesidad de crear hombres experto en el arte y ciencia de la navegación, cuyos conocimientos sirvan de segura garantía de los buques, de las mercancías trasportadas en estos y de las numerosas vidas que suponen la dotación y el pasaje de los mismos.

Aunque veinticuatro años después de su fundación, un terremoto vino á demoler el primer edificio que ocupaba, no por eso se dejó de contarla en el número de escuelas existentes. Sus fundadores, guiados siempre de sus nobles propósitos, la reorganizaron de nuevo, dotándola de más aparatos necesarios para su uso indispensable.

Nuestras grandes transformaciones sociales y políticas en nada efectaron á la existencia de dicha institución, como no sea en lo tocante á su bienestar y buena marcha.

Notables fueron sus adelantos, notable el número de entusiastas jóvenes que han aprovechado material e intelectualmente los grandes beneficios de su enseñanza excepcional, como notables fueron los sacrificios llevados á cabo por Pueblo y Gobierno para colocarla casi al nivel de las escuelas náuticas de los grandes países. Más, si las conmociones geológicas y políticas no influyeron en su existencia en cambio las medidas económicas debieron de pasar sobre ella y, en efecto, tres años hace que lamentamos su clausura.

Se ha repetido tantas veces que en la edad contemporánea, la preponderancia de los naciones se debe en parte á su pujanza naval, uno de los factores primordiales de su engrandecimiento. Nadie ignora que la base capital de ese factor es un núcleo de marinos expertos, y á formar esos marinos tienden las funciones de una escuela náutica.

Huelga advertir que en lo expuesto, no solo se nos presenta dicha escuela como un medio eficaz y trascendente para los fines inmediatos de Estado, (en propia conservación y prosperidad) sino también como un fin directo del mismo: (creación de instituciones educativas.)

Es un principio ineludible en la política, el que, reconozca la necesidad de uno de los fines del Estado,

no debe escatimarse, aún so pretexto de economía los medios necesarios para conseguirlo.

La instrucción general es la base sobre que descansa el edificio del Estado; la instrucción náutica es una parte integrante de esa base.

Se ha dicho que la Asamblea Filipina señala una era de ansiadas bienandanzas para la Patria. También somos de los que sostienen de un modo ferviente esta opinión, y no creemos que haya una cámara legislativa que se niegue á la aprobación de una ley regulando el establecimiento de una escuela náutica, ya que el examen profundo de los hechos nos demuestra su necesidad.

¡Ojalá que los representantes de la voluntad popular se penetren de este asunto cuya trascendencia acabamos de exponer sumariamente!

B. MORALES.

La idea de dar clases nocturnas á los obreros de Filipinas ha partido de mi modesta persona, idea que ha sido acogida por el patriotismo de muchos. Después la Universidad de Sto. Tomás siguió el mismo derrotero marcado por mí y probablemente todos los centros docentes establecidos en Filipinas imiten tan noble proceder.

Las clases que doy en el "Colegio Mercantil" encargado á mi dirección consisten en nociones de Aritmética y Gramática asignaturas, que yo creo que por ellas podreis mejorar esa triste condición en que vosotros os encontrais.

Muchos de vuestros compañeros vienen á este centro docente, aunque lloviendo, tan solo para asistir á mis aulas. Agradezco la puntualidad de mis alumnos obreros y admiro su entusiasmo por la instrucción.

El camino por donde pasais es el camino de la regeneración: obreros filipinos, no sintais desmayo de ninguna clase.

Convencido de que para vuestra completa regeneración no bastan los conocimientos de Aritmética y Gramática, me he decidido, á medida de mis fuerzas, á celebrar conferencias populares á las que quedan invitados no solamente mis alumnos obreros, como he dicho en el periódico "El Renacimiento," sino también los que quieran. Por eso me habeis oido hablar de lo que se entiende por "Habeas Corpus," por "allanamiento de morada" é "igualdad ante la ley."

He dicho."





SECCIÓN LITERARIA

VERBO DE DOLOR (1)

Para el alma de Rizal.

Yo te conjuro á ti, alma preclara,
el patrio porvenir, hoy profetizal
La triste y celestial María Clara
enferma de nostalgias agoniza.

Las hojas de aquel libro bendecido
que enfloran tus ideas libertarias
van cayendo al abismo del olvido
arrancadas por negras procelarias.

Roto el pacto, vendida la bandera,
¡dánsos tu luz de sol, tu fe gloriosal!
¡Suená á quejido de alma prisionera
nuestra marcha divina y armoniosa!

Tu Ideal cayó herido por las balas.
Judas prostituyó nuestra firmeza.
¡Ven, pon á nuestro corazón tus alas
é ingértanos tu incólume entereza!

La Patria del Ensueño y del Idilio,
aquella Perla azul del mar de Oriente,
como el paria que gime el triste exilio
necesita tu amor, tu sangre ardiente.

Aún comulga tu hostia cada hermano,
pero la unión se esfuma entre neblinas.
¿Cuándo vendrá, tras el dolor tirano,
la Pascua de las almas filipinas?

Reacciona el organismo ya maltrecho
de la triste Nación, su ruta traza,
y galvanice el fuego de tu pecho
el patriótico nervio de la raza.

Aún profanan tu Biblia sacrosanta.
Sus simientes de luz aún no germinan.
Olas de muerte el huracán levanta
y en tu altar pocos cirios ya iluminan.

Va el Pueblo con su cruz. Que se someta
á tu designio y nunca al del falso:rio:
¡que llegue á coronar la ansiada meta,
ó sucumba en la cumbre del Calvario!

PACÍFICO VICTORIANO.

(1) Esta poesía fué declamada en la Velada que se celebró en Cavite el 30 del mes próximo pasado.

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Para Maestros

Mr. Brink, uno de los directores auxiliares de Educación, acaba de estudiar los expedientes de unos cien americanos que se han sujetado á exámen hace poco en América para el cargo de maestros con destino á estas Islas.

Datos estadísticos demuestran que en el presente curso escolar sólo hay 650 maestros americanos con nombramiento, cuando la ley autoriza unos 840. El resto está cubierto por maestros temporeros, tanto americanos como filipinos y, la falta de provisión de dichas plazas vacantes obedece á las muchas dimisiones de maestros americanos.

Cree Mr. Brink que de los 100 examinados nuevamente en América sólo unos 50 serán nombrados porque algunos de ellos no reunen todas las condiciones exigidas para desempeñar el cargo de maestros.

La convención de maestros en el verano.

Están haciéndose los preparativos para la celebración de la convención de maestros en el verano, en Baguio, á contar desde el 20 de Abril próximo. A este objeto se ha telegrafiado á los Estados Unidos á fin de contratar conferenciantes que se encarguen de las diferentes disertaciones. Para esa misma fecha se celebrará en Baguio la convención de superintendentes de distritos escolares.

Instrucción pública.

El Comisionado Mr. Shuster, Secretario de Instrucción pública, ha dispuesto lo siguiente:

Destinar' ₱5,000 para construcción de la escuela intermedia de Cabancalán en Negros occidental; para la de Bago ₱5,000 y para la de Cadiz ₱3,000. Para Dormitory y escuela de agricultura en Bacolod ₱9,000, asciendiendo la suma total de créditos para la construcción de escuelas en Negros occidental á ₱22,000.

Con el mismo fin se han destinado ₱1200 para la provincia de la Pampanga; ₱15,000 para la provincia de la Laguna y ₱7,500 para una escuela de artes y oficios en San José de Buenavista, provincia de Antique. Todos estos edificios escuelas serán construidos con arreglo á los planos trazados por el arquitecto consultor de la Comisión.

Crédito votado.

El 21 del mes próximo pasado el Secretario de Instrucción pública aprobó el crédito de ₱15.000 con destino á un edificio escuela que se proyecta levantar en la provincia de la Laguna, á condición de que esta reuna, por medio de suscripción popular, igual suma con el mismo destino y el vecindario dote á la provincia con un solar para ese objeto.

Colocación de la primera piedra.

El Comisionado Cameron Forbes ha regresado de su viaje á Lingayen, á donde fué al objeto de asistir á la ceremonia de la colocación de la primer pie-

dra de la escuela de artes y oficios que se proyecta levantar allí.

La nueva escuela contará con terreno espacioso donde podrán los estudiantes jugar.

Durante el ceremonial pronunciaron discursos el gobernador electo, el gobernador actual, el tercer miembro de la Junta municipal y el Comisionado Forbes.

Se habían hechos preparativos especiales para recibir al Honorable Gobernador general más el pueblo sufrió contratiempo al saber que no iría Mr. Smith.

Escuela de Ciencia doméstica.

Mr. Shuster, que estuvo en viaje por las provincias del Sur, en su visita á la Isla de Kuyo, Palawan, prometió á aquellos habitantes donar cantidad de ₱1,200 pesos de los fondos escolares con destino á la erección de una escuela de Ciencia doméstica.

El superintendente de aquella Isla escribe hoy el Buró reclamando dicha cantidad al objeto de poder realizarse cuanto antes, la obra.

Escuela en Baguio

Mr. Shuster, secretario de instrucción pública, ha concedido al ramo educacional la suma de pesos 17,800 con destinos para fines escolares. Dicha suma unida con los ₱6,200 producto de la venta realizada con un pedaso de terreno escolar en Baguio, se invertirá en la construcción de un edificio escolar en aquella ciudad veraniega, edificio subdividido en tres uso, para "Dormitory School", otro para Artes y Oficios y otro para una Academia en la que se darán clases de tejer, coser y otros ramos.

A este efecto se ha encargado ya al Arquitecto consultor del Gobierno la confección de los planos correspondientes.

Casa escuela.

El presidente del municipio de Liban ha solicitado del "Bureau" de Educación contribuya en ₱2,000 para la construcción de una casa escuela en el citado municipio, cuya construcción se halla presupuestada en ₱7,500, habiendo de reunir el referido municipio el resto por suscripción popular.

Notas Importantes

Según carta recibida del superintendente de División de las escuelas de Ambos Camarines sábese que en el pueblo de Karaduay se ha inaugurado hace poco una escuela para uso exclusivo de negritos. Dicha escuela será dirigida por un maestro filipino pagado por el Gobierno Insular.

—El mismo superintendente da cuenta de que varios maestros filipinos con muy buen acuerdo han emprendido hace poco una activa campaña en sus distintos municipios tendente á extirpar el juego de *tangá* muy desarrollado entre la gente joven, sobre todo, los niños.

—Acaba de inaugurarse en Bakolod, Negros Occidental, el Instituto Normal para maestros.

La apertura se ha hecho algo tarde con razón de la cosecha en aquella Isla.

—Mr. Coddington, superintendente de División de las escuelas de Nueva Ecija, ha pedido permiso del Departamento para poder comprar una hectárea de terreno enclavado en las cercanías de las escuelas provinciales, con destino á recreo para los alumnos.

El departamento no ha tomado aún acción alguna sobre el particular en espera de mayores informes.

The Filipino Teacher

PAHAYAGANG BUANAN

Taga-pamansag ng "THE PHILIPPINE TEACHERS' ASSOCIATION"

Taga-pamahala: Gregorio Villa.

Tagapangasiwa—E. PESTAÑO.

PASULATAN AT PANGASIWAAN, ALIX 102, SAMPALOC.

Lalagyan sa Correo, blg. 1090, Maynila, K. P.

HALAGA NG PAGPAPADALA

Sa Maynila	₱2.00	— isang taon —	Sa Lalawigan	₱2.00
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PAGPAPALATHALA: AYON SA PAGKASUNDUAN

“NASAAN ANG LINĀP?”

(SA AKING MGA KAPATID SA TUNGKOL)



Labis ang pananalig n̄g sarili na, “ang sino mang bumabasa n̄g boong pagninizay ay sapilitang makatutu-klas n̄g hiblang gintong nahahabi sa tudling n̄g m̄ga titik.” At dahil dito'y di na kailan̄gan ang malakas at madalas na tawag, palamuting panganyaya upang iparanas at maakit ang alin mang púsong umii-ibig sa ikasusulong n̄g sariling lahi.

Hanga n̄g ay wala pang nababagong kilos sa aking m̄ga kapatid sa layon at wari'y dī nararanasan ang timias n̄g m̄ga tawag na sa alin mang tudling n̄g pahayagang ito ay natutunghan! Aywan! kung nagwawalang bahalā, at sa dakilang nais n̄g kapisanan ay kinukusà ang dī pakikiayon.

Hindi ko pinaniniwalaán na ang kaniláng pagsisikap sa ikadádan̄gal n̄g ating lahi at ikalulíkluk sa mataás na likmūang kapantay n̄g ibang malayā, upang dī tayo tumitinggalā, ay ipalulúpig sa udiók n̄g m̄ga nalilinsád sa átas n̄g katwiran; sapagka't panahón na n̄gayóng dapat iwaksí ang maling pagbibigáy loob sa kaulayaw n̄g sarili na may masamang pananálig. Panahón na n̄gayóng dapat itanghàl ang tunay na pagdamay sa pagpapalagåt pagpapasulong sa ating bayan. Huag ta-yóng mag-alinlangan sa paniniwàlang, sa pamamagitan n̄g ating magandang halimbawà at tunay na pag-sasapsípi ay makatutulong sa pagpaspasikat sa silanganan n̄g araw kahapon.

Nahihintakutan bā kayó? at bakit? “Hwag, at n̄gayó'y dī naghahari ang dī mātwid.”

Nanghihinayang bā kayó sa inyóng itutulong, ó sa ilílimos sa kapisanan múniting bahagi n̄g inyóng pagpapagal, dahil sa paniniwala ninyóng walang naga-gawang anomán ang m̄ga nagkakáplisan? Hindi ko pinaniniwalaáng may tututol na ang kapisanang ito'y dī tumutulong ó makatutulong sa lahat n̄g tagapagturò, hindi lamang dito sa Maynila kundi sa lalóng kasuluk-sulukan n̄g sangkapuluán, sapagka't ang tutól

nila'y pawawalang halagà n̄g m̄ga dahon n̄g “The Filipino Teacher”

Hwag kayong magbibingibingihan, magwawalang bahalā magkulang n̄g pag-asa sa laking n̄g kapisanan upang hwag tumuloy ang pag-iral n̄g malamiam na panahon. Gunitain ninyóng, sakaling dī tayo lalakad sa iisáng landas ay dī tayo makakaasang aáni n̄g nais n̄g ating pagpapagod, ni ang pag-asang bibhis sa malakumang damít na n̄gayo'y suot pa ng ating m̄ga batâ. Hindi bā ninyó namamasas ang pakikitúngali sa atin n̄g m̄ga ibang guróng dī kabalat na ito'y ang pagpalagay sa ating tayo'y m̄ga batâ. Ito'y dapat lunasan.

Hindi lamang itó ang udiók n̄g maling panam-palataya, noong m̄ga aayao umibig sa banal na nais; kundi isáng halimbawang ikaluluoy kung tutularan n̄g ating pag-asa bukás (m̄ga batâ n̄gayon.)

Sulóng kayó sa pakikisápi at mahintakutan sa natatánav na dilim, at matipík na landas, sapagka't iyo'y walang anomán kundi isáng ulap na kathà n̄g m̄ga kaaway at matuling isip, na kung mabigla ang isáng matatakutin ay sukat n̄g kagulatan.

Magsápi-sápi tayo upang tayo'y magkaroon nang pagtutulúngan sa pagpapayàman at pagpapabutí sa tinutupad nating tungkol, sa pamamagitan n̄g kapisanang itó, at pa-hayagang itóng dī ikinakait sa atin n̄g malingapóng Taga-pamahala n̄g m̄ga Pamahalaan.

Magdilidilí kayó, at hwag tigisin ng luha kung dapat man; n̄guni't pumisan kayó at iyon ang pag-damay sa Kapisanan.

M. I. SHARP

Meisic Primary School.

“ANG MAMAMAYÁNG PILIPINO”

Mungkahi sa mga “Teachers”

Hindi panūngunang baít kundi pagpapaalaala lamang ang imúmungkahi ko ngayón sa ating māga Gúrdong pilipino at itó pa ma'y bábwálin ko rin, kung sakali't huli na akó sa kaniláng munakalà.

Ináasahan kong marami na sa māga “Pilipin Teacher”, babayi't lalaki, ang kasalukuyang nag-iliñgat ó nakábasa na n̄g bagong kapalílimbag pang aklát na wikang inglés ni Mr. Prescott F. Jernegan. Ang panígalan n̄g aklát ay *Ang Mamamayan Pilipino* (The Philippine Citizen). Si Mr. Jernegan ay Guró n̄g Kasaysayang at Pámahaláán n̄g Pilipinas, sa “Philippine Normal School” dito sa Maynilà. Ang naka-alám n̄g pagpapalimbág ay ang kilaláng si Mr. Frank R. Lutz, Editor n̄g “Philippine Education”.

Isáng aklát iyáng nag-áadhikang makatulong, ayon sa Paunawa n̄g maykatha, sa pagpapakilala sa māga Pilipino n̄g ating māga katuturán sapagka-taong-bayan. Katha n̄g isáng amerikanong náririto't nagtúturo n̄g isú sa mahahalagáang karunuñgang dapat málutuhan n̄g ating bayan ngayón at sa hináharáp na panahon. Sa pagka americano ang maykatha at sa pagkaguró sa Pilipinas, hindi pa man nábabasa ang aklát, ay mahihinuha nang ito'y hitíp sa māga pagkukurong malaya, palibhasa'y mulát siyá sa kalayaan; batbát n̄g māga bagong palagáy at aral, palibhasa siya'y taong kasalukuyan at nakadadamay na n̄g māga nangyáyari rito sa ating bayan.

Sa isang halaw na pagbasa n̄g “The Philippine Citizen” ay sukat nang makáputí n̄g maraming buñgang matimyás ang isáng pilipinong nagháhanágad mabusog at lumusog sa kanyáng pagka-mámamayán. Ang pilipino'y malaon nang panahóng uhaw at gutom sa māga biyaya n̄g isáng malaya at matatág na pamamáyan. Matagál na nanaganà sa katungkulán, at nanalát sa karapatán sa bayang malaon nang hindi nátitikmán, ay nápatulad siyá sa isang bumaháng tubig, ne, nang apaw na sa masikip na sisidián sa māga bundók, ay maragasáng ilumípanà sa kapatagan. Ang ginawá n̄g pilipino ay siyá ring nágawá n̄g lahát n̄g lahi at bayang nauhaw at nagutom sa karapatán. Sa pamamagitan n̄g laksáng pagapí. Dátapwa't ngayóng ang pagusig n̄g karamihan sa māga karapatáng iyán ay nagágawá na sa loób ng māga páaralan at nástatamó na sa aklát, ngayóng sa páarala't sa aklát na rin, ay náutunghán ang māga katungkulang lalong mahahalagá at kailanğang unahin at pangatawanán ng isang taong-bayan... ngayón, alín mang aklát na gangaya n̄g kay Mr. Jernegan ay dapat mahalin natin at ipakilala sa lalong maraming kababayan, sapagka't malaki, maraming buhay, dugó at salapi ang naáari-

muhanan n̄g isáng bayang nag-úusig n̄g karapatán niyá sa pamamagitan dunong, kay sa pamamagitan n̄g sandata. Ang hináhanap n̄g sandata ay makamatay, ang hináhanap n̄g dunong ay makabuhay. At habang kumákalat sa marami ang karunungan sa pamamayan, ay umíuntí namán ang bilang n̄g māga mangaapí at mang-uulol sa bayan. Dahil dito'y walang pagkasyahan sa loob ang aking galák sa tuwing nákkábasa n̄g māga aklát na nagpápaaninaw n̄g ganganyáng bagay sa bayan ko, na baguhan-baguhan pa sa māga karapatán at tungkulín sa isáng malayang pamamayan.

Hindi kailangan ang magíng sino man at magíng taga-ibáng lahi ang maykathá, kung ang katháng aklát ay kápupuluhán n̄g magalíng n̄g lahi naút' bayan. Tanğı sa rito'y akó ang una-unang nagtátapat na sa atí'y bíbihira pa ang māga kababayang pantás na nag-láthalá n̄g māga aklát na ganyáng nagpápakilala n̄g ating urì at lagáy sapagka-mámamayán.

Ang “The Philippine Citizen” ay dapat mábasa at pákinabangán, hindi lamang n̄g māga marurunong n̄g wikang inglés, kundi n̄g lalong marami nating kababayang walang náلالaman kundi ang sarijing wika; sapagka't magíng ang māga iyón at magíng ang māga itó, ay pawang may katungkulán at karapatán sa pamamayan. Sa bagay na ito'y iminúmungkahi ko sa māga maestra at maestrong pilipino na matatalino na sa wikang inglés at nakasúsulat n̄g katampatan sa wikang sarili, na ang aklát na iya'y kaniláng pagtiyagaáng tagalugin, bisayain, ilokohin at ihulog sa māga iba't ibá pang wikang gamit dito sa Sangkapuluan. Marami akóng nákkilalang teacher na tagalog, sa māga babayi man at sa māga lalaki, na maysapát nang kaya sa pag-gawá n̄g higít pa sa rito. Silá ang māga una-unang dapat magmalasakit at mag-adhiká n̄g ikákkilala n̄g bayan natin sa māga mabubuting bagay na náutunghán sa māga aklát na na sa wika ni Shakspeare. May ilán nang taóng sila'y nag-áaral at nagtúturo n̄g sinabing wika, at tila namán hindi mapaníniwalaang sa kanila kúkulangin pa n̄g māga may kaya-ne. Ang kulang ay kaunting lakás n̄g loob, kaunting pangangahás at pagtitiyaga, at malakíng panghihinayang sa panahóng makaráraan. At sukat din namáng mágunita n̄g māga kababayang guró, na ang dunong nilá sa inglés, ay kailağang mápakinabangán, hindi lamang n̄g pará bukas nating māga batang nag áaral sa kaniláng sadyá, kundi patí n̄g māga matanda man at māga kagnilangáng, ngayóng panahóng itó'y mámámayan natin, at siyáng lalong nangáailangág makákilala n̄g māga bagong-uri nilá at halagá sa pamamayan.

Ang aklát ni Mr. Jernegan ay hindi namáng totooóng makapál at mahabá: may 200 lamang mukhá ó 'pagina'. Ang bawa't isá sa dalawangpung bangháy ó 'capítulo', ay karaniwang may tiglilima ó anima na dahon lamang. Sa akala ko'y magaán naman ang pagkaká-inglés, palibhasa'y isáng aklát na sadyang aralán at gawá para sa isáng bý yang bago kí mang ná tututo nō wikaŋ iyán.

Lahat nō bangháy ay dapat tagalugin, sapagka't para parang kakulanġán.

Ang Estado ó Bayan at ang Mámayán.—Ang iba't ibáng pagkátagtág nō Pámahalaan.—Ang Kapangyarihan nō Bayan.—Ang mga tungkulín nō Pámahalaan.—Ang Pámahalaan sa Estados Unidos.—Ang pagkatatag sa Pilipinas nō Kapangyarihan Amerikano.—Ang Comisión sa Pilipinas, pagkátagtág at mga layón.—Ang Kapangyarihang Taga-gawá nō mga Utos: Comisión Civil at Asamblea Filipina.—Ang Kapangyarihang Taga-ganap—Mga Kágawarán nō Pamamahala sa Sangkapuluán.—Ang Batás sa Paghabalal.—Ang mga Pámunuang lawigan.—Ang mga Pámunuang bayan.—Ang Consejo Municipal.—Ang Mámamayán at ang Kautusán.—Ang mga Hukuman.—Mga Buwís.—Ang Bangko Postal at ang Kautusán sa Homestead.—Ang mág aPáaralang-bayan.—Ang pag-ganap sa pagka-Mámamayán... itó ang mga pamagá at kabuoán nō bilang nō "capítulo" nō tinurang alkát, na sukat na siyá na lamang mábase upáng pagkáhiwatigan nō malaksing kabuluhán nō ma-hál na kathá ni Mr. Jernegan.

Tináwagan ko ang Kapisanan nō mga Guróng Pilipino sa bagay na itó at akó'y umáasang ang nagsíspambahála riya'y siya nang gágawa nō lahat nō mga kailaṅgang pakikipag-usap sa ginoóng maykatha at sa ginoóng nagpalimbág, upáng ang tátagalog ó bíbisayá ó ánonman, ay magtamó nō ukol na kapahintulután.

LOPE K. SANTOS.

Sa pagkabasa namin sa sinusundaṅ lathálang napamumutihan nō dakila't mayamang mungkahí; at sanhí sa dí maitatangíng katungkulán kung tunay din lamang may pag-ibig sa Inang bayan, ang mamuhunan nō pagal sa ikatutulong nō pag-laganap sa ikasusulong nating mga Pilipino. At yayamang ang mga Guro'y halos natatanġing may mahigpit na sagutin sa harap nō sang bayanan sa pagdulang nang ikadakilá nō ating mga bunsö; kayá ang "The Filipino Teacher" ay lumalakip at nakikitulong sa pagtawag nō ating mahal na kaibigan, at kapatid na si G. Lope K. Santos sa kapisanan nō mga Guróng Pilipino, upang sa madaling panaho'y pageikapang mabalak ang boong nauukol na maisawikang Pilipino ang aklat na pinamagatang "The Philippine Citizen" at kung ang mga bagay na ito'y dí ipag walang bahál, nō nasabing Kapisanan ay isang dakilang pag-papatunay, nō maalab na nasá nō mga Guróng Pilipino sa ikadakilá nō lupang tinubuan.

* * * * *

Ağ tao sa mga unang panahon nō kabuhayan ay nanġāgailanġan nō lubus na pagkakandili nō kanyang mga magulang.

Ağ mág halaman nama'y nanġāgailanġan nō magsasaká at patabang nauukol, n̄guni,t,

Ağ pahayagang gaya nō "The Filipino Teacher" ay ġano naman kaya?

Sagot. Ağ pagkalinġá nō mga gurò na siyang pinaka magulang na sa kaníya'y dapat kumandili.

Kung Gayón. Ay ipinamamanhik sa lahat nō kanyang mga mambabasá na dí nakabayad, na mangyaring sa mandaling panaho'y ipadala ağ kanilang suscrpcion sa Taga-panġasiwa, sapag-kat ito ağ tangíng magbibigay buhay sa paha-yagan.

— SILANGANAN —

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SA KASAYAHANG IDINAOS SA ISANG BAHAY PAARALAN.

Mga Ginoo:

Iniirog kong mga kababayan.

Baga ma't di ko kagawian ang makitalad sa ganitong pulong ng mga kalakip at mga mahal na tao, pinagpilitan kong iwaksi ang kahihayan at hawanin ang madlang kasukalang gumugubat at labis na pula na tatangapin sa mga ganitong panahon.

Hanagd ko ang makapagsaysay sa harap ng lahat, ng bagay tungkol sa ikatanghal ng bayan at ng malalaking ginhawang nakakamtam, ligayang natutuklas ng pagsisikap sa ikatututo ng lahat, lalong lalo ang ating mga musmos na mga bunsô.

Malaking katungkuluan nating lahat na anak nang Filipinas ang pagsikapan ang pagtuturo sa ating mga bata, palibhasa'y lubos kong kilala na ang pagsisikap at pag-aaral ó ang kaalaman, ay siyang hantungan ng lahat ng ginhawa. Sa isang sabi, ang nakakatulad ng mga Paaralan [Escuela] yaong matitibay na moog at mga haliging malusog na siyang pagbabatayan ng mga madlang kasakunaan sasapitin ng ating Bayan.

Ang kaalama'y nagdadala sa atin doon sa mataas na impapawid ng katalinuhan, ang ating isip kung mabusog na sa maligayang turo ginagaso ang mahalagang bunsuran ng lahat ng matataas na haka; hakang nakatuklas ng ligayang layon, hakang nakatuklas ng mahalagang kayamanan, sa makatuid baga, mga hakang magdiriwang sa sa salasalabat na sakunang sa pilitang dadanasin nating lahat sa kabuhayang linayon.

Panahong nararapat nating pagpilitan ang pagsisikap sa ikaunlak, lalo na ngayong kasalukuyang binabasa natin ang iba't ibang munukala; panahong hinahanagd natin na ang ating Baya'y matanghal subali't sa pamamagitan ng kaalaman.

Samantalang ang ating mga bunso'y ibinubunsod natin sa malawag na dagat ng katalinuhan, tayo'y malagay sanang taga pang-una diyang sa mga murang isip na maglalayag. Ang nakakatulad ng mga murang isip ng ating mga bata, ay yaong maluluwang na parang na sa kakulanhang palad ay pawang pinabayanan ng mga pisig na siyang may mga tangin katunkulang linisin, araruhin at alisin ang mga bagay na nakasisira sa pananim. Kung ang mga murang isip na ito, ay ito ang malkakatulad' ibakit di natin pagpilitan ang hawaning matiyaga, upang kung diligin ng haimok ng kasipagan, ay madaling nagsusupling at pagdáka'y susuluyan ng mga halagang bulaklak ng igiginhawa.

Ikararanhang ng nating lahat ang tayo'y matuto ng iba't ibang wika, at ang bagay na ito, ay isang kaylangan, bilang mahalagang palamuti subali't makaking katungkulang ng lahat ng anak sa Filipinas.

ang pag-ibig sa sariling wika at ito'y di dapat limutin kailan man; palibhasa'y ang di umi-ibig sa sariling wika'y di umi-ibig sa kanyang bayan at ang di umi-ibig sa kanyang bayan ay taong walang lahi at walang Bayang tinubuan. Ini-irog kong mga batâ, tunguhin ninyo ang landas ng kaalaman, huwag manghilambot, huwag damdam ang mga kapaguran, palibhasa'y kahit mga babayi at pawang musmus, sa araw ng bukas kayo'y tunay na pamantungan, at may irog na Ina na magmamahal sa kanilang mga anak na maging matitibay na suhay ng nalulugaming Inang Bayan.

Nariyan ang América na sa pamamagitan nang kanyang mga taga pag turô [Maestro] ay tayo'y inaka'y na mahinay sa ika-gagaling, pinagpipilitan niyang matupad ang mga mahalagang hanagd ng kaniyang mga unang lalaki na walang ibá kundi ang kalayaan at Pananarili.

Mabuhay ang América.

Mabuhay ang Filipinas.

Mabuhay ang Bayan natin.

Sinabi ko na.

Paunawa: Ang pangalan at ikalawang pangalan ng binibining nagtalumpati'y akin ng nalimutan, kaya't malabis kong dinaramdam ang di maipakilala sa mga mambabasa.

PEDRO R. ANTONIO.

PAG-IBIG SA BAYAN

Hindî lamang ang pagsasalitâ ng mga sarisâring mahalagâng bagay na tungkol sa bayan ay pag ibig na sa tinubuang lupâ, hindî lamang ang pagpaparangal sa ating mga Gómez, Burgos at Rizal ay pag ibig na sa ating tinubuang lupâ, kundi ang pagpapadalâ ng kanilang mga batâ sa mga paaralang bayan. Ang isang pook ay hindî matatawag na bayan kailan pa man at walang bahay pamahalaan, sambahan at bahay paaralan. Ang bahay paaralan ay hindî sa anó pa mang linilikha ng Maykapal kundi sa mga batang katamtamang dapat ipasok sa paaralan. Ang mga batang pumapasok sa alin mang paaralan ay siya nating ipakikiharap sa alin pamang taga ibang lupâ na dito'y dumarating. Ang mga batâ nating iyan ang magpapakilala nang ating karapatan sa lahat ng ating mga nilalayon. Sa langsaña'y walâ silang makukuha kundi pawang yagit, alikabok at putik, sa lansanga'y hindî nila makikilala ang kanilang pagkatawo at karanâalan kundi pawang kadalamhatian at pagsisisi sa hulugan araw ng

pangangailangan. Tatawagang ko ang aking mga kapatid sa pagtuturo na kami'y magtulong tulong ng pagpapakilala sa ating mga batang maykahustuhang gulang at isip na nanasok sa paaralan upang ito'y dumating sa mga kaisipan ng kanilang mga magulang. Ang mga magulang natin ay hindi dapat magpabayâ at mawili sa kasayahan parati, iiispin sa twitwina na ang ating mga batâ ay kailangan sa araw ng bûkas. Nasasabalikat na nila ang kaginhawahan ng ating bayan, sila'y haligi ng apat na salok ng mapâ ng Kapuluang Filipinas; at kung wala ang mga batang iyan, ay walang bayan, walang lalawigan at walang Filipinas. Ang lakas ay natatapos: ang salapi at kayamanan ay nauubos; dapwa't ang karunungan ay hindi. Sûkat naba sa atin ang mangâ araw na [jornalero] laman? Kung sakali't tayo ma'y maylakás na ipagsaka ng ating lupâ, papaanong matutuklasan natin ang kaparaanan ng mabuting pag-

sasaka kundi tayo mag-aaral sa paaralan ng tungkol sa lupâ? [Agricultura]. Kung sakali man at tayo'y may sapat na salaping ipangangalakal, papaanong makikilala natin ang mabuting kaparaanan ng mabuting pangangalakal kungdi tayo mag-aaral sa paaralan ng tungkol sa pangangalakal? [Comercio.] Ang lahat ng bagay dito sa ibabaw ng lupâ ay sa mga paaralan natutuklasan at hindi sa paraan ng salapi at lakás. Ang salapi ay nakukuha sa dunong, dapwa't ang dunong ay hindi nakukuha sa salapi at lakás. Sa bagay na ito ang taong tunay na may pag-ibig sa tinubuang lupâ, ay sukat na ang ipadalá ang kanilang anak sa mga paaralan at dooy' matutuklasan ang malinis at maayos na magiging kabuhayan niya at ang katungkuluan at karapatan ng isang pagkatawo at pagka manamayan.

H. COPE.



“Ang anak sa magulang at magulang sa anak.”

Kayong mga magulang ang tunay na pag-asâ ng isang anak, kayo ang pangagalingan ng kanilang ikagiginhawa at ikapananatili naman sa masaklap' na buhay ng kaalipinan. Sa inyo magmumula ang paraan ng tunay na ipagiging tao ó kayay pagkasaliwang palad; at masdan ninyo, sa pagka't ang lahat ay nagising muna sa pagkamusmus, at ang katutuhanay ang hindi nagkapalad magsikap sa kanilang pagiging matalino, ay siyang dahilang pagka abâ at pagkatangi sa kapua, sa pagkat ang walang namumuwang'an ay ano nagiging kasaysayan nila sa mundo at ano naman ang sa kanila'y maantay? Wala liban sa silay may dalawang kamay, walang nakakatulad kondi ang isang instrumento na maypagkakásankapan at pinakikinabang'an kailan pama't kinakailangan ng sinomang sa kanilang manga-ilangan. Ang isang taong mang-mang ay natutulad ng isang makina na hindi makapihit na mag-isa kailan pama't di paaandarin ng gumagamit sa kanya. Gusto ba ninyo na ganito ang maging kalagayan ng inyong mga anak? Gusto ba ninyo na sa tuituina'y kapos ang karapatán ng kanilang pagkatao at palugui na sa isang gawaing hindi kanila aôg kakinabang'an, na catulad ng isang hayop na di siya ang nakinabang sa halamang nagbunga parang na kaniyang binunkal sa pamamagitan ng taguyod ng kaniyang panginoon? Inyong paghilainilayin sapagka't ang isang

hayop ay kahimâ't magkaganito ay may pag-asang makatagbo ng kaniyang ikabuhay sa parang na na kaniyang matahak. Ang ganitong pag-asâ ng isang magulang na dapat niyang hanapin ang pagka-unlad ng kaniyang anak kaparis ng paghanap sa kaniyang ikinabuhay, busuguin ang pag-iisip 'paris ng pagbusog sa kanyang katawan. Na kilala ko na ang casalatang tinatawid ngayon nitong ating bayan ay siyang malaking gumagambala sa inyong pagtupad ng ganitong katungkuluan, ahang malaki ninyong pangangailangan sa pagtitipon ng ipagtatawid buhay, sa ganiblong mga pagdadalita ng bayan, ang pinagkakadahilhan sa pagpalâala ng bagay na kinakailangan ng inyong mga anak sa arao ng bukas, ngunit sandaling isipin pagkatapos mapahid ang tumatagaytay na pawis sa nobo sa kabigatan ng kasalukuyang gawain na sa bawat landas ng ating bayan ay makikitang matibay ang pagkâsayo' ng mga bahay pag-aralah, isipin ninyo at dito nagmula ang tunay na pag-asâ ng inyong mga anak. Mga "magulang, ito ang unang katungkulang ipinagkatiwala" sa inyong ng may Kapal upang maituro sa inyong magtigüin bunga Kayong mga anak pag-aralan naman ninyuo kng alin ang inyong katungkuluan sa mga magulang.

P. A. ARCETA

(Itutuloy)



[PALATHALA]

Isang Kasiglahan ng mga Gurong San Pablo (Laguna)

Ang di pa nalalalong pagsapit ng panahong tadhilà sa pagtigil ng mga paaralang hayag at tangì, ay sina ksaian ng di gagaanong sikap ng mga guróng nagtuturo sa S. Pablo.

Sila'y ang mga walang pagod na sina Miss. W. T. Townsend, C. E. Harris, Pilar Fernandez, Primo S. Borja, Vicenta E. Alimario, Ines Valenzuela at Antonia Oulaw.

Ang kanilang ipinunglā at ipinupungláng kasalukuyan sa isip ng kabataan, ay ipinamalas sa ginawang "Velada" bilang pageasaya sa malualhating pagsapit ng pagpapahinga (vacación).

Dahil sa kahabaan ng palatuntunan, ay nan̄gai·langan ng dalawang sunod na gabi. (Sabado at Lingo ika 21-22 ng Diciembre.)

Isang lingó bago magsará ang mga paaralan, ay sinimulan na ang pagpapahiyas ng bahay paaralan; kaya't ng dumating ang kaarawa'y handang-handà na-anopa't ang kasayahan ito bago nadaos, ay nana, muhunán muna ang mēa guró rito ng pagod, puyat at putom. Pagod sa pagtutulongtulong sa pag-gawá puyat sa pamamahala ng gagawin, [bukod ang katunkulang pagtuturo] at gutom naman sa pagkalibang sa mga gawaing ito.

Dito namā'y katulong ang lahat ng nágáral sa Intermediate at Central School na sila BB. Filomena Brion, Fidela Gonzales, Catalina Jule, Sergio Cabrera, at ang mga GG. Lucio Robles, Eugenio Maghiráng, Isabolo Enbinag, Elias Aguirre, V. Bautista, E. Ambion, Ifigo Eubinag, at marami pang lubha.

Ang "Tribuna" ay natatayo sa isang dulo ng paaralan na siyang pagbibigkasan ng mga mákahuluang talumpati sa wikang tagalog at Ingles. Sampú ng mga diálogos at nakawiwiling kantahin.

Baga ma't naguúulan sa mga arao na ito, ay di naging sabid sa pagdaló ug di mabilang na tao.

Ika 8:00 p. m. ng simulan ang palatuntunan. Lahat ng guró ay nakaluklok sa isang panig ng "Tribuna" at ang Principal Borja ang siyang nag Toastmaster. Ang organo at quinteto ni G. Valenzuela, ay pagpariog ng maiiqam na tadtugin na sinasaglihan naminisan-minsan ng bantog na pianistang si G. Ruperto Cabueg na taga rito rin. [Ito'y ang idinaos ng Sabado ng gabi.]

Ang pagkakaraos ng lingó ng gabi ay di rin nagiba, liban sa sayawang isinunod pagkatapos ng "Velada". Isang rigodong binubwo ng 20 pareja ang siyang nan̄gulo sa pagsassaglit saglit ng mga mapanghalinang Valse at Two-step na tumagal hanggang kalaíman ng gabi. Ang pamatiid uhao ay lubhang sagana na nagsilbing pangakit sa mga kampon ni Terpsicore.

Ang kasayahan ito'y nagpakilala ng dalawang bayay. Una'y ang malaking nagagawà ng mga paaralan na tinatankilik ng mga matatalinong guró, at pangalawa'y ang di dapat ipagpaubaya ng mga magulang sa pagpasok. ng kanilang mga anak sa paaralan.

Sumulong nawa ang bayang San Pablo sa ganitong kaligayahan!

YATNET.

S. Pablo, Laguna 25 ng Diciembre 1907.

SARI-SARING BALITA

S. L. M.

Nang ika 20 ng Diciembre nagdaan ay tinawag sa sinapur punan ni Bathala ang isa naming pinakamamahal na kaibigan at kapatiid sa katungkulán na si G. Perpetuo Pestafio namamatay sa sakit na "Laringitis".

Ang kapatiid nating ito'y isa sa mga uliran sa mga gurong nagturó sa Paaralan ng Pamahalaan sa Maalat tangí sa kanyang katalinuhan, gayon din sa kanyang pakamausig sa pagdulang ng mabibisang paraan sa ikasusulong ng kaniyang pagd dicipulos.

mga ng libing ay ginanap sa Sambahan ng Maalat na sinama-

Ağ mga gurong nananahanan sa lugal na nasabi; at bago han np ang pag libibing ay kinunan muna ng larawan na ginana ng makabayang si G. Potenciano Alonso.

handogwan sa kadalamhatian ang kanyang ginigiliw na asawa

Nai anak na sangol na siyang pinakikidamayan ng at isang ng mga Guró sa Kadalamhatian.

Pag iisang puso.

Nang i a 9 ng buang ito ay ginanap ang paghahayin ng dalawang pusô sa sambahan ng Lucban lawigán ng Tayabas ng aming mahal na kasapi at kasama sa "Philippine Teacher's Association" na si G. Juan de Guzman kasalukuyang Guro sa Paarglan ng Singalong sa isang magandang binibining taga nasabing bayang Lucban na si. Fortunata Baldovino.

Magmulâ sa mga dahon ng maligayang batî at maalab na nasang magsama nawa sa lubos na kaligayahan at mamunga ng mabuting mamamayan.

Ang kapisanan

"Isang Binyag"

Nang ika 5 ng Eneroong nagdaan ay bininyagan ang anak ni G. Simeona Salazar asawa ng kaibigan naming si G. Lopez K. Santos sa sambahan ng San Pedro, Catedral.

Ang naging "godmother" ay ang talâ sa singalong na sa binibining Josefa Aragon. Maraming totoong tawo ang doo'y dumalo at pagkatapos ay itinuloy sa Mandaluyong, Rizal, sa bahay ng ama at ina ng batang bininyagan.

Ng mag-iika 7 ng gabi ay dating at datiñgan ang makapal na tawo at halos mamund-mundô ang bahay. Sa mga ito'y kabilang ang ilan nating mga Diputado at ang Speaker na G. Sergio Osmeña. Nagkarón ng masasayang sayawan at tugtugan, at may nagtatalumpati pa sa dulang pagkatapos ng kainan.

Ang kompalsang doo'y humarap ay tumugtog ng marcha Filipina bilang paggalang sa presidente ng Asamblea ng ito'y maulis. Ang isang banda ng musica de vientoong doo'y dumalo ay hindi pa dumating ng si G. Sergio Osmeña yumaon, da tapuwa't nakatulong din naman sa pagtugtug ng kompalsang narorow ng samantalang ito'y kumakain at kami nama'y nageasayawan.

Nang maghiwahiwalay at mag-uwianan na ang lahat nang tawo ay mag-iika 12 at kinalhati na ng gabi na ang lahat ay naisisiyahan.

Ang "The Filipino Teacher" sa ngalan naming mga sumusulat sa pamahayagang ito'y ninanais na kahit manawari lumawig ang buhay ng batang bininyagán, ama, ina at sampú ng ninang nito; ay mamalagi sa kapayapaan.

KAMING-DALAWA

Isang mahalagang bagay

Sa huling sandaling sinusulat naming ito'y aming nabiitaang na yari na ang memorial ng mga Guróng Pilipino na ihaharap sa Asamblea ayon sa pulong na ginanap ng ika 17 ng buang ito.

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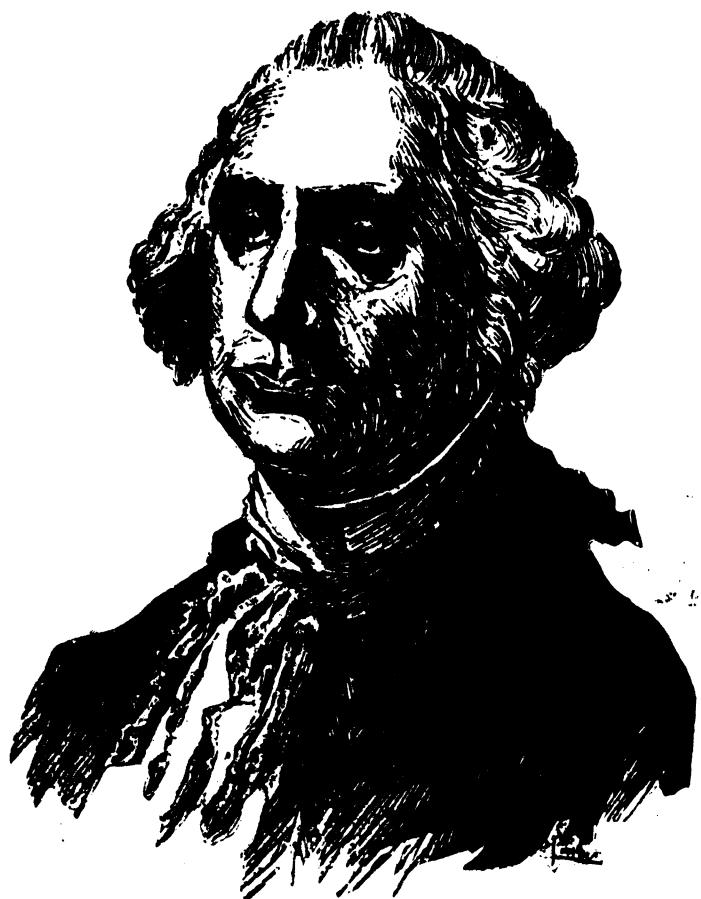
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